

1966-1967

GENERAL BULLETIN

Mount St. Mary's College

*Accreditation and Membership*

# Mount St. Mary's College

*is*

- Accredited by the  
Western College Association  
California State Board of Education  
California State Board of Nurse Examiners  
National League for Nursing
- Affiliated with the Catholic University of America
- Empowered by the California State Board of Education to recommend  
candidates for California teaching credentials
- Approved by the  
Federal Government for the education of foreign students  
Veterans Administration for training for veterans
- A Member of the  
American Association of Colleges for Teacher Education  
American Association of University Women  
American Council on Education  
American Library Association  
Association of American Colleges  
Association of Independent California Colleges and Universities  
Catholic Library Association  
College Entrance Examination Board  
Council on Social Work Education  
Independent Colleges of California, Incorporated  
National Association of Schools of Music  
National Catholic Education Association  
National Commission on Accrediting  
Western Association of Graduate Schools

Directions: From Sunset Boulevard turn north on Bundy Drive (approximately one mile west of Sepulveda Boulevard or San Diego Freeway), and continue along Bundy to Chalon Road to the College.

# ADDENDA, 1966 - 1967

## DEPARTMENT OF PHILOSOPHY

The program and courses herein described supersede those contained in the "General Bulletin" of the College for 1964-66.

Requirement for all students: Four courses; Three courses including Phil. 10, from Phil. 10, 50, 120, 130; one course selected from any departmental offerings.

### 10. Problems of Philosophy. I: Contemporary.

An introduction to the core courses in Philosophy: Problems of Philosophy I-IV, numbered 10, 50, 120, 130; it also serves as a general introduction to the problems and methods of philosophy. The problems are chosen from contemporary representatives of Existential and Analytic Philosophy as well as from other contemporary schools; the problems of meaning and language and the problem of man are singled out for special attention. This course is a prerequisite for all other courses in the department.

### 50. Problems of Philosophy. II: Ancient

The problems in this course are met through readings in Plato and Aristotle and philosophers of the period. The problem of the nature of philosophy and questions about physical reality are stressed.

### 120. Problems of Philosophy. III: Medieval Period

The problems discussed in this course are taken from selections in Augustine and Aquinas and other medieval philosophers. Metaphysical and moral questions are considered.

### 130. Problems of Philosophy. IV: Modern World

Selections from the British Empiricists and Continental Rationalists are read. The problems considered concentrate on questions posed by the rise of modern science, with special attention paid to the problems of knowledge.

### 135. American Philosophy.

### 145. Oriental Philosophy.

### 197. Major Philosophers.

(Series of eight one-semester studies of one philosopher or groups of philosophers.)

Other upper division courses as listed pp. 84-85.



# **GRADUATE STUDIES**

## **MASTER OF ARTS IN TEACHING**

The Master of Arts in Teaching provides for the development of highly qualified elementary and secondary teachers; the curriculum consists of 15-18 units in a major field and 12-15 units in education. There is no language or thesis requirement. A comprehensive is taken in the major field. Mount St. Mary's College offers the MAT in the fields of English, History, and Spanish. The curriculum for these degrees is chosen from courses listed in the respective departments and the following:

### **English**

- 111/213. Structure of Modern English. (3)**
- 237. Special Studies in World Literature. (3)**
- 270. Research and Methodology of Teaching English. (3)**

See also pp. 44-49.

### **History**

- 160. History of Spain and Portugal. (3)**
- 248AB. Seminar in Russian History. (3)**
- 252. Seminar in the Near East. (3)**
- 293. Historical Problems. (3)**

This course is a special feature of the Master of Arts in Teaching Program. While designed to develop some of the methods and techniques for the teaching of history, it is geared to wide comprehension, bibliography, organization, and presentation of materials. The integrated role of the social sciences in the teaching process is likewise stressed.

See also pp. 50-57.

### **Spanish**

- 116. Linguistics. (3)**
- 147. History of the Spanish Language. (3)**
- 155. Theory and Criticism. (3)**
- 160A-160B. History of Spain and Portugal. (3-3)**
- 204A-204B. Seminar in Latin American Literature. (3-3)**
- 261A-261B. Seminar in Latin American History. (3-3)**

See also pp. 65-70.

For prerequisites and specific curricula for these programs consult the department adviser.



## MASTER OF SCIENCE IN EDUCATION

The Master of Science in Education at Mount St. Mary's College affords specialization in counseling and guidance, supervision and administration, teaching, or urban education. The requirements and course offerings for this degree are found on pp. 40-43 and in the following addenda:

### Counseling and Guidance

Requirements for the California Services Credential with a specialization in Pupil Personnel Services are fulfilled along with the M.S.

#### Prerequisites:

1. Standard Teaching Credential — including 5th year
2. 3 years teaching experience
3. Gen. Psych., Educ. Psych., Child or Adol. Psych., Test & Meas., Statistics, one elective upper division psychology course, and a basic course in counseling.

#### **Psych. or Ed. 240. Pupil Personnel Services. (3)**

The basic principles of Guidance and Counseling including the practices common to the modern school.

#### **Psych. 224. Dynamics of Individual Behavior. (3)**

A study of the development and organization of the individual's personality structure as he perceives himself in his universe.

#### **Psych. 225. Counseling Theory and Procedures. (3)**

Designed to build upon the undergraduate background of training in psychology and counseling. Theories and techniques of counseling will be considered through the media of case records.

#### **Psych. 230. Measurements — Theory and Procedures. (3)**

An advanced course in the evaluation, use, and interpretation of individual and group tests of intelligence, personality, interest, and achievement. Course in Statistics prerequisite.

#### **Psych. 235. Group Process — Theory and Procedures.**

Consideration of group organization, leadership, roles, and the dynamics basic to understanding the group process through participation in the course group.

#### **Ed. 241. Educational and Career Planning. (3)**

Seminar in Counseling and Guidance. A study of the agencies, sources and research data needed by the school counselor.

#### **Ed. 200/Psych. 200. Research Methodology. (2)**

Methodology of Educational Research—the various techniques of research which include the theory of research, experimental design, gathering data, and interpreting data.

#### **Ed. 242. Remedial and Special Education. (3)**

The Exceptional Child. A study of the patterns of development and behavior of the child who differs from the normal.

#### **Ed. 243. Laws Relating to Children. (2)**

A study of legal regulations relating to children and the various agencies that implement them.

**Ed. 244. Organization of Pupil Personnel Services. (3)**

A study of the organization and administration of counseling and guidance services of the school.

**Ed. 249. Field Experience. (2-2)**

Field work in Counseling and Guidance.  
Supervised field work for two semesters.

## **Urban Education**

**\*Ed. 200. Methodology of Educational Research. (2)**

**\*Ed. 201. Historical and Philosophical Foundations of Education. (3)**

**Ed. 220/Soc. 220/ Psych. 200. The Teacher in the Inner City. (3)**

This course is designed primarily through sensitivity training to make the teacher aware of attitudes and to develop those skills needed to effect better interaction among teachers, pupils, and parents.

**Ed. 221/Soc. 221/ Psych. 221. The Child in the Inner City. (3)**

A study of the development of the culturally different child. An application of this knowledge is made to his motivation, learning, and evaluation.

**Ed. 222. Methodology in the Inner City. (3)**

A study of the research on methods of teaching with emphasis on the findings relating to teaching in the culturally different community.

**Ed. 230A. Language of the Inner City. (3)**

Linguistic skills as they apply to the speech patterns of the Inner City Child, with an emphasis on the Mexican-American. This course includes an introduction to Elementary Spanish.

**Ed. 230B. Language of the Inner City. (3-4)**

A continuation of the linguistic skills begun in Ed. 230A. The emphasis in this course is on other speech patterns of other minority groups. An additional unit is provided for those who do field work.

**Hist. 208A. Seminar: The Negro in American Society. (3)**

A study of the history of the Negro in the United States. The emphasis is on the recent and current events relating to the Negro.

**Hist. 208B. Seminar: The Mexican-American. (3)**

A study of the history of the Mexican-American. The emphasis is on the recent and current events relating to the Mexican-American.

**\*Ed. 295. Project. (0)**


**Elective. (3-4)**

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\*See pp. 42-43 of General Bulletin.







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BULLETIN  
of  
Mount St. Mary's College

Conducted By  
THE SISTERS OF ST. JOSEPH OF CARONDELET



1966 - 1967

Undergraduate School

Graduate School

**MOUNT SAINT MARY'S COLLEGE**

12001 Chalon Road via North Bundy Drive  
Los Angeles, California 90049

**Downtown Campus**

10 Chester Place  
Los Angeles, California 90007





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# ACADEMIC CALENDAR 1966-1967

## FALL SEMESTER 1966

September 6-9	Program Counseling
September 10	Registration for Saturday and late afternoon classes
September 11-14	Orientation for new students
September 13	Registration for new students, etc.
September 14	Registration for returning students, etc.
September 15	Classes begin
September 17	Last day for graduate students to file application for Graduate Record Examination
September 19	Mass of the Holy Spirit
September 29	Last day to add course to study program
October 1	Last day to file theses topics for students finishing master's work in January
October 15	Founder's Day
October 22	Graduate Record Examination for graduate students
October 28	Last day to drop courses without penalty of Grade F
November 1	All Saints Day. Holiday
November 4-11	Mid-term examinations
November 11	College Day for High School students
November 23	Thanksgiving Recess begins, 4:30 p.m.
November 28	Classes resume, 8:10 a.m.
December 3	Last day to submit completed theses to committee for master's degree to be conferred in January
December 8	Feast of the Immaculate Conception. Holiday.
December 12	Last day for graduate students to file application for modern language examination
December 17	Christmas Recess begins, after last class
January 3	Classes resume, 8:10 a.m.
January 7	Modern language examination for graduate students
January 14	Last day to file theses topics for students finishing master's work in June
January 18-25	Final examinations (Saturday included)
January 18-25	Comprehensive examinations for graduate students
January 21	Registration for Saturday and late afternoon classes
January 21	Last day to file two copies of theses in Graduate Office
January 25-31	Inter-semester holidays

## SPRING SEMESTER 1967

January 31	Registration for new students for spring semester
February 1	Classes begin
February 4	Last day for graduate students to file application for Graduate Record Examination
February 8, 9, 10	Renewal Conference
February 15	Last day to add courses to study program
February 22	Washington's Birthday. Holiday.
March 1	Last day for graduate students to file intention to receive degree at Commencement
March 6	Last day for graduate students to file application for modern language examination

March 13	Last day to file theses topics for students finishing master's work at the end of the summer session
March 14	Last day to drop courses without penalty of Grade F
March 23	Easter recess begins, 4:30 p.m.
March 31	Classes resume, 8:10 a.m.
March 31-April 7	Mid-term examinations
April 1	Modern language examination for graduate students
April 14, 15	Graduate Record — All Seniors
April 15	Graduate Record Examination for graduate students
April	Art Festival, classes in session
April 29	Last day to submit completed theses to committee for master's degree to be conferred in June
May 1-6	Comprehensive examinations for graduate students
May 4	Ascension Thursday. Holiday.
May 20	Last day to file two copies of theses in Graduate Office
May 27-June 5	Final examinations (Saturday included)
May 29	Mary's Day. Examinations in the morning only
June 3	Graduation. Doheny Campus
June 4	Baccalaureate and Graduation. Mount Campus

### **SUMMER SESSION 1967 (Tentative)**

June 26	Registration for summer session
June 27	Instruction begins
August 4	Final examinations

## GENERAL INFORMATION

### Foundation

Mount St. Mary's College was founded in 1925 by the Sisters of St. Joseph of Carondelet under the patronage of The Most Reverend John J. Cantwell, D.D., LL.D, Archbishop of Los Angeles. The Sisters of St. Joseph, devoted to the cause of education, reflect in their institutions the principles which three centuries ago inspired their founder, Bishop Henri de Maupas of Le Puy, France, to establish a congregation of religious women uniting action and contemplation. True to the spirit of their founder, the Sisters of St. Joseph endeavor to incorporate the finest traditions of their congregation into the program of education established at Mount St. Mary's College.

### Official Recognition

By virtue of its charter granted by the State of California, Mount St. Mary's College is empowered to confer such honors, degrees, and diplomas in the arts and sciences, as are usually conferred in colleges in the United States of America.

The college is accredited by the  
Western College Association  
California State Board of Education  
California State Board of Nurse Examiners  
National League for Nursing.

The college is a member of the  
American Association of Colleges for Teacher Education  
American Council on Education  
Association of American Colleges  
National Association of Schools of Music  
National Catholic Educational Association  
National Commission on Accrediting  
Western Association of Graduate Schools.

The college is affiliated with the Catholic University of America.

The college is approved by the California State Board of Education to recommend candidates for the standard teaching credential—elementary, the standard secondary credential—secondary.

Graduates of the Department of Nursing, after passing the state examination for licensure as Registered Nurses, are granted a public health nursing certificate by the California State Department of Public Health.

Graduates in the Medical Technology Program who have completed in-service training are eligible for the examinations required for certificates by the State and National Registry of Medical Technologists.

## MAIN CAMPUS

Mount St. Mary's College is located on a fifty-six acre tract in the Brentwood Hills in Los Angeles. It overlooks the Pacific Ocean from Santa Monica to Palos Verdes on the west and almost the entire city of Los Angeles on the south. It is surrounded on the north and east by the Santa Monica mountains. Its climate is healthful and generally temperate.

The College provides every opportunity for student growth. Mary Chapel, located in the center of the campus, encourages frequent visits to the Blessed Sacrament and students may assist at the Missa Recitata there daily.

The Charles Willard Coe Memorial Library of more than 73,000 volumes provides standard reference tools as well as opportunities for further individual study



and research. It receives copies of 450 periodicals regularly, and is equipped with audio-visual facilities and seminar rooms.

The science and administration building has adequate laboratories for physical and biological sciences, and for home economics, chemistry research laboratory, classrooms, offices and an auditorium.

Brady and Carondelet residence halls provide comfortable accommodations in single rooms, double rooms, or suites, a large dining room and lounge, a snack bar adjacent to the patio area, and laundromat facilities.

Game courts—tennis, volleyball, basketball—and a large, outdoor, heated and filtered swimming pool provide for healthful and recreational physical activity. A large ballroom on the ground floor of the library offers a setting for social activities.

The entire campus atmosphere is one of spacious beauty achieved through buildings of Spanish Colonial architecture and artistic landscaping.

## DOWNTOWN CAMPUS

Mount St. Mary's Downtown Campus, centrally located on a fifteen-acre site in historic Chester Place just west of Adams Boulevard and Figueroa Street, and close to the Harbor Freeway and the soon-to-be-completed Santa Monica Freeway, offers a new dimension in higher education for women. An integral part of the main campus in West Los Angeles, the Mount Downtown Campus is the first Catholic college on the West Coast to offer both the two-year Associate of Arts and transfer academic programs.

Chester Place is one of the last private residential squares reflecting the early history of Los Angeles. The Downtown Campus presently comprises seven spacious mansions within the complex once owned by Mrs. Edward L. Doheny. Converted to educational-use buildings, the mansions reflect the serene surroundings of the midcity campus. Victorian-styled Doheny Hall, 8 Chester Place, with its domed ceiling and marble-structured Pompeian Room provides an historical setting for student gatherings and social affairs. Students use the large heated pool and lawns behind Doheny Hall for recreation.

Besides the facilities for the Associate of Arts program, studios, galleries, etc. required by the four-year programs in Fine Arts and Professional Arts are provided at the Downtown Campus. Offices of the Graduate School are located at 10 Chester Place, where arrangements have been made for graduate classes in the late afternoons, Saturdays, and summer sessions as a convenience to students in the area.

## AIMS

Mount St Mary's College is a Catholic liberal arts college for women. The primary aim of Mount St. Mary's College is to contribute to the development of the whole person by offering opportunity for a liberal arts education in a context which is Christian and which embodies that respect for the individual necessary for living in a democratic society. At the same time the College stresses high scholastic and intellectual standards, and prepares students for a number of professions and for continued education on a graduate level.

With regard to the primary aim of the College, the liberal arts setting stresses the humanities studies for all students, endeavoring to foster self-initiated learning through personal insight and critical thinking. Accordingly, students are prepared in oral and written communication and literary appreciation in English and other languages; in philosophy; in history; in social, behavioral, physical, biological and mathematical sciences; and they are given opportunity for creative participation in music, drama, and the visual arts.

The Christian context offers instruction in theology and opportunities for corporate Catholic worship, and encourages exploration of the meaning of traditional values for a life of service in the modern world.

The College aims to meet individual needs through small classes where discussion and close student-teacher relationships are possible, and through co-curricular

activities. Opportunities for students to develop social awareness and responsible judgment are given through experience in self-government and through faculty-student discussion on matters of common concern.

Within the environment described Mount St. Mary's College endeavors to recognize and develop the unique potential of the student and faculty member, to integrate learning, and to graduate dedicated, sensitive Christian persons with an awareness of social responsibility in whatever vocation they choose to follow.

## UNDERGRADUATE COLLEGE

### ADMISSION TO MOUNT CAMPUS

#### Application Procedure

(For information concerning admission to the Downtown Campus, see page 12.)

An applicant for admission to Mount St. Mary's College should have the following items sent to the Admissions Office:

1. A completed application form with the application fee of \$10.00. This fee is not refundable. The application form may be obtained by written request to the Admissions Office.
2. a. High school transcript mailed by the high school to the Admissions Office. For admission evaluation, high school seniors may submit a transcript which does not include the record of the final semester, but a complete transcript should be filed as soon as possible.  
b. College transcript (s) in duplicate (including work in progress, if any) mailed directly to the Admissions Office from each college the applicant has attended.
3. Scores on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board (CEEB). Arrangements to take this test are made by writing the Educational Testing Service (ETS) 1947 Center Street, Berkeley, California 94704, or Box 582, Princeton, New Jersey. Test scores already on file with the ETS will be forwarded to Mount St. Mary's upon request to the same address.
4. Three letters of recommendation from persons such as the applicant's senior counselor, principal, teacher or pastor. Evaluation forms provided by the college and used by some high schools are acceptable in lieu of an actual letter.

The responsibility for the above items being received by the Admissions Office rests with the applicant. When all items are on file, the Admissions Committee will evaluate the application and the applicant will be notified by mail of the decision made.

#### Scholastic Requirements for Admission in Freshman Standing

An applicant must fulfill the requirements set forth in one of the following plans in order to be admitted in freshman standing:

##### Plan A—Admission by recommended grades.

1. Graduation from an accredited high school.
2. Completion of high school subjects as follows:
  - a. History—1 unit  
This requirement must be satisfied by one unit of United States history, or  $\frac{1}{2}$  unit of United States history and  $\frac{1}{2}$  unit of civics.
  - b. English—3 units  
These must consist of six semesters of college preparatory English including not more than one semester each of public speaking and journalism.



- c. Mathematics—2 units  
These must consist of two semesters of algebra and two semesters of plane geometry, or an integrated two-year course covering the same material.
- d. Laboratory Science—1 unit  
This must consist of an eleventh- or twelfth-grade year course in one laboratory science. Both semesters must be in the same subject field.
- e. Foreign Language—2 units  
These must be in one language. Any foreign language with a written literature is acceptable.
- f. Advanced Course chosen from one of the following:
  - (1) Mathematics—1 unit  
This must consist of second-year algebra, solid geometry, and/or trigonometry, or an integrated course in advanced mathematics.
  - (2) Laboratory Science—1 unit  
This must consist of either chemistry or physics in addition to d. above.
  - (3) Foreign Language—1 unit  
This must be advanced study of the same language as that offered under e. above.
  - (4) Foreign Language—2 units  
These must be in one language, but a different language from that offered under e. above.
- g. Additional units in college-preparatory courses to complete a minimum of 16 entrance units.
- 3. Scholarship requirements for the above courses as follows:
  - a. Courses taken in the ninth grade need show passing grades only.
  - b. Courses taken in the tenth, eleventh and twelfth grades must show an average grade of B.
  - c. Courses taken in the tenth, eleventh, and twelfth grade in which a grade of D is received may not be counted in satisfaction of the subject requirement.

#### **Plan B—Admission by Examination.**

An applicant whose preparation varies with minor deficiencies in subject preparation or scholarship from Plan A may qualify for entrance by earning a sufficiently high score on the College Entrance Examination Board Scholastic Aptitude Test. An applicant accepted with minor deficiencies arising from not having studied a required subject or from having received a low grade in a required subject must remove the deficiency in one of two ways:

- 1. By passing satisfactorily the appropriate postgraduate course in an accredited high school.
  - 2. By passing satisfactorily a college course of appropriate content.
- In either case any credit earned may not be counted towards a degree. A deficiency of the type mentioned must be removed before the student can be admitted to upper division standing.

Applicants who do not qualify for admission to the Mount campus under either Plan A or Plan B will be given the opportunity to enroll at the Downtown Campus where, during their freshman year, additional counseling and guidance will be available to enable them to realize their potential. After the successful completion of their freshman year, these students may transfer to the Mount campus provided they have fulfilled the requirements for admission in advanced standing as stated on page 00.

#### **Subject A: English Composition**

Mount St. Mary's College requires every accepted freshman applicant to furnish evidence of competency in English composition in one of the following ways:

- 1. Obtain a passing grade in the English composition (Subject A) examination given by Mount St. Mary's. Detailed information concerning this test is included in material sent to prospective students.

2. Submit the Writing Sample given by the College Entrance Examination Board (CEEB) and obtain a passing grade. This Writing Sample is administered by the Educational Testing Service, 1947 Center Street, Berkeley, California 94704, or Box 582, Princeton, New Jersey, and may be taken at the same time as the SAT (see above).
3. Obtain a passing grade in a college course in English composition (Subject A), either during the summer preceding entrance to college or during the first semester of the freshman year. No credit is given for this course.

### **Scholastic Requirements for Admission in Advanced Standing**

An applicant who has taken any college-level classes since graduation from high school must apply for admission in advanced standing. The applicant may not disregard her (his) college record and apply for admission as a freshman.

Requirements for admission in advanced standing include a cumulative average of at least 2.25 for all college work attempted and an average of at least 2.0 for the semester immediately preceding admission to Mount St. Mary's.

An applicant who was not eligible for admission as a freshman may be admitted later in advanced standing provided she has completed at least two full-time semesters at an approved college or junior college and has fulfilled the above requirements.

Accepted applicants will receive transfer credit for courses taken at an approved college or junior college provided the grade received was at least C and provided the courses are comparable to those usually given for credit at Mount St. Mary's. Courses in which a grade of D or lower was received will not be accepted for credit.

### **Classification of Students**

**Full-time** students carry 12-18 units.

**Part-time** students carry less than 12 units.

**Special** students are mature students who desire to take a course or courses for academic credit, without following a prescribed curriculum towards a degree.

#### **Classes:**

Sophomore standing is granted to a student who has completed 30 units of credit with 60 grade points.

Junior standing is granted to a student who has completed 60 units of credit with 120 grade points.

Senior standing is granted to a student who has completed 90 units of credit with 180 grade points.

## **ADMISSION TO DOWNTOWN CAMPUS**

The unique feature of the Downtown Campus programs is that admission is not based on previous scholastic achievement. An opportunity is given to each high school graduate to prove her academic ability and to develop her potentialities in specialized areas of study.

An applicant for admission to the Downtown Campus should have the following data sent to the Admissions Office, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, California 90049:

1. Completed application form, together with application fee of \$10.00 which is not refundable nor applicable to tuition.
2. Two high school transcripts for at least 7 semesters and the eighth semester when completed.
3. Applicant's scores on the Scholastic Aptitude Test given by the College Entrance Examination Board.
4. English A Examination.



5. Three letters of recommendation, the forms for which will be sent with the application form.
6. Arranged personal interviews, if applicant lives in the vicinity, with academic advisor and Director of the Downtown Campus.
7. Physical examination by a qualified physician; report to be sent to the Office of Admissions by the physician.

## ACADEMIC INFORMATION

### Degrees

Mount St. Mary's College Downtown Campus offers two-year courses of study leading to the degree:

Associate of Arts

It offers four-year courses of study leading to the degrees:

Bachelor of Fine Arts

Bachelor of Professional Arts

Bachelor of Science in Secretarial Science

Mount St. Mary's College offers four-year courses of study in the arts and sciences leading to the following degrees:

Bachelor of Arts

Bachelor of Science

Bachelor of Music

Mount St. Mary's College Graduate School offers work leading to the following degrees:

Master of Arts

Master of Science in Education

Master of Music

The curricula for the Associate of Arts degree is planned to provide a two-year program in which liberal arts courses in philosophy and theology, history and the humanities, psychology and social living, oral and written communication provide a background for specialization in art, business administration, home economics, foreign languages or music.

The Fine Arts program leads to professional work in the fields of painting, sculpture, fine print-making and photography. The Professional Arts program provides training in commercial photography, ceramics and metal design, and illustration.

The curricula for any bachelor's degree on the Mount Campus is designed to give two years of study in the liberal arts and sciences followed by a more specialized program in the junior and senior years during which time the student completes a major and minor field of study. While the student is advised to complete the liberal arts requirements as soon as possible so that they may serve as a basis for further study, the curricula of some departments make it more feasible to distribute these required courses over the four-year period.

Information concerning the Masters' degree is given in the Graduate School section, page 18-24.

### Majors and Minors

The specific requirements for a particular major or minor subject are designated by the department. In the four-year degree program the minimum requirement for the major is 30 units of which 20 to 30 units are in upper division (100 level) courses. The minimum requirement for the minor is 5 courses in a single field, of which 3 courses must be in upper division. Not more than 2 of the courses may be offered as fulfilling general education requirements. In certain departments the minor is replaced by a minor-equivalent consisting of a minimum of 5 courses in not more than two departments.

In the two-year Associate in Arts program the requirement for the field of specialization is approximately 18 to 22 units in a total of 60 units in the complete program.

For further information on the Associate of Arts program, and four year programs at the Downtown Campus, see page 98.

Majors are offered in the following subjects:

Art	Music
Biology	Nursing
Business Administration	Philosophy
Chemistry	Physical Science
English	Pre-Social Work
Foreign Languages:	Psychology
Classical Languages	Social Sciences:
French	Economics
Spanish	History
Home Economics	Political Science
Mathematics	Sociology

Minor subjects may be any of those listed as possible majors and also the following:

German	Physics
Italian	Theology

A change in the choice of a major or a minor after the student has entered the junior or senior year may be made only with the permission of the Dean and the consent of the advisers concerned.

General Requirements for all Bachelor's Degrees:

1. A total of 128 semester units. No more than 40 units in any one subject field may be included in this total.
2. A cumulative grade point average of 2.0 (C average) for all collegiate work undertaken.
3. Two semesters' work immediately preceding graduation at Mount St. Mary's College with a minimum of 24 semester units. Regular courses in the major must be taken in the last two semesters of college.
4. Eight semesters in college residence or the equivalent thereof.
5. The completion of an acceptable major and minor.
6. A course in American Institutions and a course in American History. For courses which satisfy the California requirements, see page 114.

In addition to the general requirements for all bachelors' degrees the **Bachelor of Arts** degree demands the completion of a minimum of 45 upper division units (100-199 level) in a total of 128 semester units. The remaining units may be in lower division (0-99 level) courses. The following courses in the liberal arts are required of all majors. They should be completed as soon as possible so as to provide a basis for other studies. Where the curriculum of the major makes their completion difficult during the early years of college, the student is permitted, upon the advice of her counselor, to extend this time to four years.

English, four courses selected from the following:

- Eng. 1AB Composition
- Eng. 4ABCDE World Literature

Fine Arts, one course selected from the following:

- Art 1A, 1B, 2A
- Drama 2, 59/159, 107
- F.A. 5 an integrated course in art, music, and aesthetics.

Foreign Language. One year of intermediate course work or the passing of an examination to test ability in the foreign language. Students who begin a modern language must complete courses 1, 2, 3, and need not take the examination. Students



who have completed one semester of an intermediate course, or 3-4 years of a high school language, are eligible to take the test in order to complete their language requirement by examination. Foreign students satisfy the language requirements by completing English 1A-1B, 4A-4B.

Natural Science and Mathematics, three courses, one of which must include laboratory, selected from the following:

At least one course from:

Biol. 1A-1B, 2A-2B, 3, 24, 104, 130

At least one course from:

Chemistry 1, 4    Physics 2A, 3A    Mathematics 3A, 3B, 37, 38

Physical Science 1, 11/111, 15ABCD/115ABCD

Philosophy, four courses

Phil. 10, 50, 90, required during first three semesters

Any upper division philosophy course

Psychology, one course in General Psychology.

Social Science, four courses selected from at least two of the following fields:

Econ. 1/101, 2, 13/113, 108, 150

Anthropology 1A-1B

History 1A-1B, 7A-7B, 8A-8B, 111, 146, 148, 170A-170B, 171, 195

Political Science 1/101, 2, 116, 131

Sociology 1/101, 2

Cf. page 114 for information on State requirements in American History and Institutions.

Theology, five courses selected as follows:

Theo. 3 sometime within first three semesters

Theo. 4, 100, 103 during next three semesters

Any other upper division theology course

Non-Catholic students replace theology by a semester course in General Ethics.

The **Bachelor of Science** degree is designed for students in nursing and for those with both a major and minor in the sciences and/or mathematics. As stated above, the general requirements for all bachelors' degrees are the same. General education requirements in the liberal arts are the same, with the omission of a foreign language.

The **Bachelor of Music** requires, along with the general requirements for all bachelors' degrees, the following liberal arts courses in general education:

English, four courses, as listed for the Bachelor of Arts degree

Foreign Language, one course in Comparative Language

Philosophy, four courses, as listed for the Bachelor of Arts degree

Natural Science, one course in Acoustics

Social Science, two courses, to include requirement in American History and Institutions

Theology, five courses, as listed for the Bachelor of Arts degree

Non-Catholics substitute one course in General Ethics.

See page 00, for further details.

### **Bachelor of Fine Arts**

### **Bachelor of Professional Arts**

With the exception of a total of 130 semester units of which 70-74 units are required in art, general education requirements are as listed on page 99 of the Downtown Campus.

### **Associate of Arts Degree**

The requirements for this degree are listed under the specific departmental requirements.

## COUNSELING SERVICE

The College recognizes that many students enter college without having decided upon a profession or vocation. The counseling program is planned to develop in the young woman a sense of her own personal dignity and assists her in discovering her educational, social and professional possibilities, thereby enabling her to choose wisely and in accordance with the Catholic philosophy of life.

Class advisors, counselors, and major professors as well as the administrative officers are an integral part of the counseling service and are available to the students for advice or consultation at specified times.

Each new student has a counselor assigned to help her in planning her program. Sophomores, juniors and seniors are advised by the professors in the departments in which the major study is made.

Counseling and guidance, both educational and vocational are provided. By means of appropriate tests and interviews, students are assisted to acquire a knowledge of aptitudes and abilities and to make a wise selection of college courses.

## GRADUATE SCHOOL

### History

Mount St. Mary's College was empowered in 1925 by the charter of foundation granted by the State of California to confer such degrees in the arts and sciences as are usually conferred by colleges in the United States. Since 1931 the Department of Music has granted the degree of Master of Music. In 1954 the Department of Education, and in 1957 the Department of History were authorized by the Board of Trustees to offer the master's degree.

In order to coordinate the graduate programs in the various departments, the Graduate School was officially established by the Board of Trustees under the administration of the Dean of the Graduate School and the Graduate Council. The advanced degrees offered at present by Mount St. Mary's College are the Master of Arts in Education, History and Music, the Master of Science in Education, and the Master of Music.

Since 1929 Mount St. Mary's College has been authorized by the California State Department of Education to give the requisite preparation and to recommend students for elementary and secondary teaching credentials.

### Objectives

The Graduate School of Mount St. Mary's College extends and deepens the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain training in research. Its chief purpose is to prepare graduate students for an effective career as productive scholars.

It is the aim of the Graduate School, in harmony with the general objectives of the College, to afford such students an opportunity to acquire that knowledge which embraces the personal possession of truth that they may advance knowledge in their field of specialization and be better equipped to transmit it to others.

### Organization

The Graduate School is organized as an integral division under the administration of the Dean of the Graduate School and the Graduate Council, the latter of which is appointed by the President. The Dean is the *ex officio* chairman of the Council.

The Graduate Council has general supervision over the rules and regulations of the College regarding the administration of graduate work and advanced degrees. It prescribes the qualifications of all professors who offer graduate work and approves all courses taken for graduate credit.

All programs in the College beyond the bachelor's degree are under the administration of the Graduate School.



The faculty of the Graduate School is drawn from the faculty of the College and includes those who are authorized by the Graduate Council to offer courses for graduate credit.

### Fields of Graduate Study

The Graduate School offers work leading to the degree of Master of Arts in Education, History, and Music, Master of Science in Education, and Master of Music. Each department approves the undergraduate preparation of the student for graduate work in the major or the minor. The department also approves which courses on the 100 level may be taken for graduate credit.

The Department of Education offers courses which qualify the student for the Standard Teaching Credential with specialization in Elementary Teaching or in Secondary Teaching.

## ADMISSION TO GRADUATE SCHOOL

**Classified status:** An applicant for admission to the master's program must possess a bachelor's degree or its equivalent from an accredited college or university. The student's previous academic record must give evidence of the ability and preparation necessary for successfully pursuing graduate study. In general, the minimum requirement for admission to classified status is a B average in the upper division courses of a student's undergraduate work.

In the event that the applicant's undergraduate record does not include all the requisite courses or a satisfactory average, he may be obliged to take supplementary undergraduate work to fulfill the prerequisites of his major department. This demand for additional prerequisites should not be interpreted as prejudicial to the college previously attended by the applicant.

Admission to classified status is approved by the Graduate Council. The applicant's registration is provisional and the determination of his status is tentative until the formal approval of the Council is given. Notice of the action of the Council is sent directly to the applicant as soon as possible.

Admission to the Graduate School does not constitute advancement to candidacy for the master's degree.

Early in the semester before he plans to begin his graduate work, the applicant should request the necessary admission material from the Dean of the Graduate School. These forms should be filled out and returned at least **one month** before the registration date.

The applicant should arrange to have two official copies of his transcript of record of all undergraduate work and of any graduate work sent directly to the Dean of the Graduate School.

Three letters of recommendation are required from college instructors and/or school administrators who have had ample opportunity to judge the applicant's academic qualifications.

Applicants for classified status are required to take the Graduate Record Examination (Aptitude Test and Advanced Test in their major field) prior to admission. Application blanks may be obtained from testing officers at their colleges or directly from the Graduate Record Examinations, Educational Testing Service, 1947 Center Street, Berkeley 4, California or Box 582, Princeton, New Jersey. When requesting application blanks, applicants should state whether they wish the form for the November, January, April, or July tests. They should indicate on their testing forms that they wish a record of their scores to be sent to the Dean of the Graduate School.

Applicants for classified status who have not taken the Graduate Record Examination may be admitted in unclassified status provided they take the examination during the first semester of study. When the record of these scores are on file, the applicant will be considered for classified status.

These examinations will not replace other records of achievement as a basis for admission, but they will offer additional evidence concerning the qualifications of students desiring to undertake graduate work.

If distance permits, the applicant should arrange for a personal interview with the Dean of the Graduate School and with the major department graduate adviser.

**Credential status:** A student who holds a bachelor's degree from an accredited college or university and who fulfills the Department of Education requirements is eligible for admission to credential status.

The applicant should fill out an Admission Form for credential status, and file it in the Graduate Office.

**Unclassified status:** Students who hold a bachelor's degree from an accredited college or university are eligible for admission to unclassified status. They may take either undergraduate courses in subjects of their special interest or graduate courses for which they are qualified.

The applicants should fill out an Admission Form for unclassified status and file it in the Graduate Office.

Unclassified students are expected to conform to the prevailing standards of scholarship and attendance. If an unclassified student should later alter his decision and become an applicant for a degree, only six semester hours completed in unclassified status will be accepted toward an advanced degree, and these only in the event that they are acceptable to the major department.

**Auditors:** Students who hold a bachelor's degree may, with the permission of the Dean of the Graduate School and of the department concerned, attend courses (graduate seminars excepted) without credit.

The student should fill out an Application Form for auditors and file it in the Graduate Office.

The charge for auditing courses is the same as for courses taken for credit, except in the event that a department requires a student to audit a course as part of a review program, in which case no fee is charged.

Academic credit is not subsequently given for courses taken as an auditor.

**Credit Limit**

In order to safeguard the quality of work done by graduate students the Graduate School limits the number of semester hours for which a student may enroll.

A graduate student in a regular semester is limited to sixteen semester hours when he takes only upper division courses, to twelve semester hours when he takes only graduate courses, and to a total made up in the proper proportion of twelve-sixteen—as for example, six graduate and eight upper division—when he takes both upper division and graduate courses.

FULL TIME GRADUATE STUDENTS			STUDENTS EMPLOYED FULL TIME		
Graduate Semester Hours	Under-graduate Sem. Hours	Total Semester Hours	Graduate Semester Hours	Under-graduate Sem. Hours	Total Semester Hours
0	16	16	0	6	6
1	15	16	1	4	5
2	13	15	2	3	5
3	12	15	3	1	4
4	11	15	4	0	4
5	9	14			
6	8	14			
7	7	14			
8	5	13			
9	4	13			
10	3	13			
11	1	12			
12	0	12			



## SCHOLASTIC REGULATIONS

### Classification of Students

**Classified status:** students who have satisfied all admission requirements and have begun a definite program of study for the master's degree.

**Credential status:** students with a bachelor's degree who are candidates for teaching credentials.

**Unclassified status:** students who are taking courses without having an advanced degree or credential objective at Mount St. Mary's College, or whose admission material is incomplete at the time of registration.

**Auditors:** students who, with the permission of the Dean of the Graduate School and of the department concerned, are permitted to attend graduate courses without credit. No credit will be subsequently granted for courses taken in auditor status.

**Full-time:** students who devote their entire time to graduate study whether in course work or in preparation of their thesis. The actual number of hours in class work does not affect this classification.

**Part-time:** students who are teaching or working part of the day. Their program is ordinarily limited to six hours per semester.

### Grades

Grades for courses in the Graduate School are indicated by A—excellent, B—good, C—acceptable, and F—failure. The average for all work presented for an advanced degree must be of at least B grade. A course in which an unsatisfactory grade has been received must be repeated.

To secure graduate credit for an upper division course permitting such credit, the student must obtain a grade of B or better.

Courses in which work has not been completed within the period assigned will be marked I—incomplete. An incomplete which is not removed by the mid-semester of the following term will automatically become a failure. No incompletes are given in the summer session.

### Transfer of Credit

In general, all work for the master's degree must be done in residence at Mount St. Mary's College. A maximum of six semester hours, however, may be accepted on admission from a recognized graduate school provided the courses fulfill certain conditions. Special petition for such transfer should be made when the student has satisfactorily completed twelve semester hours of graduate work at Mount St. Mary's College. Further information may be found in **Directives concerning Transfer of Credit** which is available upon request at the Graduate Office. Special policies govern transfer of credit for courses taken in the Co-operative Graduate Program sponsored by Mount St. Mary's College, Immaculate Heart College, and Loyola University.

### Graduate Study in Summer Session

The Graduate School offers a program of courses in the summer session which will enable the student to complete his class work for the master's degree in four summers, although a longer period is recommended. A fifth summer is required for completing the thesis and/or for the comprehensive examination.

Graduate students in the summer session are subject to the same scholastic requirements as those in the regular academic year. The maximum course load is ordinarily two courses; the maximum credit limit is six semester hours.

The minimum period of residence for the master's degree earned in summer sessions only is five sessions. Students pursuing all their work toward the master's degree in summer sessions may not extend the period of study beyond nine con-

secutive summers; otherwise the student loses credit toward the degree for the work completed more than nine summer sessions before the date on which the degree is to be conferred. Any summer session in which the student fails to register in the Graduate School is included in the nine summer session period.

Students who intend to complete their work for the degree entirely in summer should fulfill the requirements for candidacy at the completion of twelve semester hours of graduate course work.

### Seniors and Graduate Study

If at the beginning of the second semester of his senior year, a student of satisfactory academic standing is within six semester hours\* of a bachelor's degree, he may, with the approval of the undergraduate Dean and the Dean of the Graduate School, register for courses which carry graduate credit. The amount of graduate credit permitted is determined according to the scale given on page 00, but shall in no instance exceed six semester hours. No graduate credit will be given retroactively for work taken in excess of bachelor's degree requirements.

### Foreign Students

In addition to the general requirements for admission to the Graduate School, students from foreign countries are required to present evidence of proficiency in oral and written English, and a guarantee of financial support during their period of study at Mount St. Mary's College. Further information will be found in a circular **Information for Prospective Students from Other Countries** which will be sent upon request from the Graduate Office.

## GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

### Courses and Hours of Credit

Since degrees are awarded for attainment in scholarship, any quantitative requirements stated below must be considered as minimum standards.

Twenty-four semester hours of course work is required for the degree of Master of Arts. Eighteen semester hours must be completed in the major field; six hours may be devoted to a related minor field.

Thirty semester hours of course work are required for the degrees of Master of Science in Education and for Master of Music.

The student's program of study should be so organized as to form a unified whole directed toward a definite objective. The program will be directed by the professor in charge of graduate studies in the major department, and approved by the Dean of the Graduate School—the aim in every case being to give the student a well-integrated program which best serves his needs and interests.

While all of the work counted toward the master's degree must be of distinctly advanced character, the courses need not all be taken from the 200 level. With the approval of the graduate adviser in the major field and the Dean of the Graduate School, upper division courses (numbered 100-199) suitable for a well-rounded program may be included provided that the student registers for graduate credit **in advance** and earns at least a B grade in them. The proportion of such courses that may be included in a given program is stated in the departmental requirements.

No graduate credit is allowed for work completed in extension or correspondence courses.

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\*A semester hour means one hour of class work per week pursued for a period of one semester. Two or three hours of laboratory work are rated as equivalent to one hour of class work.



### Residence and Time Limit

All courses toward the master's degree should ordinarily be taken in residence at Mount St. Mary's College. The minimum time of residence for the degree is two semesters, or one semester and three summer sessions, or five summer sessions. In practice, however, most students find that three semesters are generally needed to complete the requirements for the master's degree.

No more than one year should elapse between the completion of residence and the fulfillment of the thesis and/or comprehensive examination requirements. The degree must be earned within **five** consecutive years or **nine** consecutive summer sessions.

It is understood that the work for the master's degree may be distributed over two or more years if the student can devote only a part of his time to graduate study. A student, however, may not extend the period of study for the master's degree beyond ten consecutive semesters; otherwise he loses credit toward the degree for the work completed more than ten consecutive semesters before the date on which the degree is to be conferred.

Students may work concurrently toward a master's degree and a secondary credential. Such a combined objective will generally require more total semester hours and longer residence.

### Foreign Language Examination

All candidates for the Master of Arts degree must pass a reading examination in a foreign language, usually French or German. This examination should ordinarily be taken within the first semester of graduate work, or before the end of the second summer session for those in the summer sessions only.

### Candidacy

To be eligible for candidacy for the master's degree, the student must have—

1. achieved satisfactory results in the Graduate Record Examination
2. passed the foreign language examination (for M.A. degree)
3. completed twelve semester hours of graduate work with a satisfactory average
4. had his thesis, or project, or examination areas (as required by the department) approved.

Written notice of thesis topic approval and advancement to candidacy will be sent to the student directly from the Graduate Office.

### Thesis

Candidates for the research Master of Arts degree and for the Master of Music degree with a major in Music Education are required to write a thesis under the direction of a major professor. This thesis provides an opportunity for the student to obtain first-hand experience in research methods under competent direction. The topic for the thesis should be limited in scope and give evidence of the student's ability to organize knowledge, to analyze critically, and to present the results in a readable and accurate form.

A brief description of the topic and of the proposed method of investigation must accompany each thesis topic presented to the Graduate Council for approval. The thesis should be registered for as a regular course (295) any semester after admission to candidacy.

The candidate must present his completed thesis to his major professor not later than the middle of the term in which he expects to complete his work for the degree. It must be approved by his thesis committee, then be typed according to the prescribed form. Two copies must be filed with the Dean at least one week before the date on which the degree is to be conferred.

The thesis must follow a prescribed format in regard to literary style and typing regulations. Specific directions regarding the format and typing of theses may be obtained from the Graduate Office.

When the candidate's thesis has been approved by his committee, he should file a formal application for the degree at the Graduate Office.

### **Project-Recital**

Candidates for the Master of Science in Education are required to present a project, a field study in the area of descriptive research. The procedure for the presentation of the project is the same as outlined for the thesis.

Candidates for the master's degree with a major in applied music or in composition present a graduate recital or an original composition in large form respectively, in lieu of a thesis.

### **Comprehensive Examination**

The comprehensive examination may not be taken more than twice, and the time limit between the two attempts will be determined by the Dean in consultation with the major department.

### **Commencement**

Candidates upon whom degrees are to be conferred are required to be present at Commencement unless specially excused by the Dean of the Graduate School.

### **Student Responsibility**

Responsibility for complying at the proper time with the regulations and procedures set forth in the **Graduate Bulletin** rests with the student. Any subsequent modification of requirements shall be applicable to all students whose work is in progress. The written authorization of the Dean of the Graduate School is required for any exception to printed regulations.



## DEPARTMENTS OF INSTRUCTION

Numbers from 1-99 indicate lower division courses; from 100-199, upper division; 200-299, graduate courses; 300 or above, professional courses which carry credit towards a teaching credential, but not towards graduation. Courses not preceded by a symbol are usually offered every year.

### EXPLANATION OF SYMBOLS

A single \* indicates course offered 1964-1965

A double \*\* indicates course offered 1965-1966

A § indicates course offered on request

A double ‡ indicates course offered at Downtown Campus only

### DEPARTMENT OF ART

Jack Hooper (Chairman)  
Leo Fecht

James Sullivan  
Dianne Smith

Sister Jeanne Marie

The Department of Art offers four degrees in art: Associate of Arts, Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Professional Arts.

The Associate of Arts, Bachelor of Fine Arts and Bachelor of Professional Arts are offered at the Downtown Campus only. Please refer to page 00 for further information regarding the specific nature and requirements for these degrees.

#### The Bachelor of Arts Degree with a Major or Minor in Art

**Aims:** The objective of the Art Department is the training of artists in the field of Fine Arts. Emphasis is placed on the correlation of the broad range of academic subjects found at the Liberal Arts college with intensive studio work. The integration of courses in the Humanities and Sciences with creative work in the arts will provide the student with a sound platform for further study, teaching, or personal expression. In addition, the department intends to provide a creative environment for the college community which will stimulate individual expression in all fields and develop a genuine interest in the arts.

The Major in Art consists of a total of forty units—fifteen units of lower division preparation for the major and twenty-five units of upper division course work. All majors in art are required to take the same preparatory courses; however, in upper division an area of emphasis must be chosen.

The Minor in Art consists of a minimum of five courses—two lower division courses selected from Art 2, 3, or 4, and three upper division electives in studio and art history or a combination of both.

**Related Requirements:** The general education requirement, Fine Arts 5, is a prerequisite to all art courses for majors and minors, including those working toward teaching credentials, and must be taken prior to or concurrently with the first art course. In addition, all students in art must be advised at the beginning of each semester and have their programs approved by counselors in

the art department. **All electives in art must be selected with the consent of the art counselor.**

Preparation for the Major: Art 1A-1B, 2, 3, and 4.

The Major: Drawing-Painting-Sculpture Emphasis: Art 102, 103, 110, 111, 113A, 130, 141 and 6 units of art electives.

The Major: Creative Design Emphasis: Art 102, 103, 110, 111 or 130, 9 units in area of specialization, and 6 units of art electives.

The Major for the Elementary Credential in Art consists of 32 units in art, and is applicable to both the four and five year plan. Lower Division: 6 units: Art 2 and 3. Upper Division: 26 units, including Art 103, 110, 111, 120, 122, 140, 141, and 6 units of art electives. Art majors and minors are not required to take art education courses.

The Minor for Elementary Credential in Art consists of twenty units in art. Lower Division: 6 units, Art 2 and 3. Upper division: 14 units: Art 103, 110, 120, 122, and 140.

Diversified Major: All courses in art selected to fulfill the art requirements of a diversified major must be selected with the consent of an art advisor.

The Major for the Secondary Credential in Art consists of 41 units in art. Lower Division: 15 units, Art 1A and 1B, 2, 3, and 4.

Upper Division: 20 units, Art 103, 110, 111, 120, 122, 130, 141.

Graduate level 6 units: Selected from 102 or 104, 113, 121, 123, 131, and 142A.

The Minor for the Secondary Credential in Art consists of 20 units in art. Lower Division: 6 units, Art 2, 3. Upper Division: 14 units, Art 103, 110, 120, 122, and 140.

Interdepartmental Major for the Secondary Credential with Art emphasis consists of 32 units in art. Lower Division: 15 units, Art 1A-1B, 2, 3, 4. Upper Division or Graduate level 17 units: Art 103, 110, 111, 120, 130, 141. All art courses selected for an Interdepartmental major, must be selected with the consent of an art advisor.

Course prerequisites may be waived by filing petition with the department chairman.

## LOWER DIVISION

### 1A. Early Art Forms: Prehistoric to 1400. (3) I

Illustrated lecture: The evolution of style in art. Emphasis on relating such art forms as painting, sculpture and architecture to the cultural and social environment.

### 1B. Study of Western Art: 1400 to 1800. (3) II

Illustrated lecture: The development of styles in Western Europe, with emphasis on the Renaissance and its effects on succeeding periods. Focus on the relation of the social environment to art.

### 2. Design Fundamentals. (3) I

Studio Course. Discovery and application of principles of design in the visual arts through observation and experimentation. Fundamental analysis of color, value, line, shape, and form.

### 2A. Design and Drawing for non-art majors. (2) I

Studio Course. Understanding art through direct experience in drawing, and design. Emphasis on personal expression. Varied media and techniques.

### 3. Beginning Drawing. (3) II

Studio Course. Principles applied to objective and subjective drawing. Coordinating eye, mind, and hand; aids in visual accuracy, empathy and aesthetic aspects of sensitive drawing. Investigation of pictorial space and structure. Dry media.



**4-140. Three Dimensional Forms. (3) II**

Studio course. Investigation of three dimensional forms and structures, natural and man made. Materials include wood, metal, plaster and clay. Prerequisite: Art 2.

**42. The Creative Experience of Children. (3) I, II**

Understanding the creative act through direct experience in drawing, painting, and design. Materials and ideas developed to stimulate personal expression in children.

**10-110. Beginning Painting. (3) I**

Lecture—Studio: Painting problems in various water media—casein and acrylic. Emphasis on pictorial structure through use of value, line and texture. Exploration of form and space through light. References include figure, still life and landscape. Prerequisite: 1A or 1B, 2 and 3.

### UPPER DIVISION

**\*100. Primitive Art. (2) I**

Illustrated lecture: Survey of the arts of Australia, Melanesia, Polynesia, Africa, Northwest Coast America and prehispanic Mexico, Central and South America. Emphasis on concepts, traditions and particular social organization which produce the art form.

**§101. Medieval Art. (2)**

Illustrated lecture: The evolution of art styles from the Early Christian through the Gothic period in Western Europe and the Byzantine Empire. Focus on the form and content of art and its relation to the political and religious context of the Middle Ages.

**\*\*102. Modern European Art: 1800 to 1900. (2) I**

Illustrated lecture: Study of such major art movements as Romanticism and Impressionism, culminating in the work of Cezanne, Seurat, Van Gogh and Gauguin. Particular emphasis on the cultural trends which provide the visual and theoretical background of contemporary art.

**\*\*103. Contemporary Western Art: 1900 to the Present. (2) II**

Illustrated lecture: Development of art styles in Europe and the Americas, including such movements as German Expressionism, Cubism, the Mexican muralists and Abstract Expressionism.

**\*104. Art of the United States. (2) II**

Illustrated lecture: Survey of major art trends in painting, sculpture and architecture from the colonial period to the present. Special attention to early dependence on European styles and the gradual emergence of national and international trends.

**110. Beginning Painting. (3) I**

Lecture—Studio: Painting problems in various water media—casein and acrylic. Emphasis on pictorial structure through use of value, line and texture. Exploration of form and space through light. References include figure, still life and landscape. Prerequisite: Art 1A or 1B, 2 and 3.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**111. Introduction to Oil Painting. (3) II**

Lecture—Studio: Exploration of basic oil paint techniques; use and care of equipment; construction and preparation of painting surfaces. Emphasis on color as it relates to pictorial structure and expression. References include landscape and figure. Gallery and museum tours programmed. Prerequisite: Art 110.

**112. New Materials and Techniques in Painting. (3) II**

Lecture—Studio: Vinyl, acrylic, epoxy, polyester and various new media explored. The relation of materials to imagery. Personal research encouraged. Industrial plants, collections and artist studio tours programmed. Prerequisite: Art 111.

**\*\*113ABC. Advanced Painting. (3) II**

Lecture—Studio: Development toward personal imagery. Criticism on a tutorial basis. Contemporary ideas in painting introduced by guest artists and explored in seminar discussions. Prerequisite: Art 111.

**\*\*120. Introduction to Printmaking. (3) I**

Studio course. Simplified approach to relief, planographic and intaglio printing. Black and white and color. The history and tradition of printmaking examined. Prerequisite: Art 2 and 3.

**\*\*121A. Advanced Printmaking—Woodcut—Block Printing. (3) II**

Studio course. Understanding of materials, tools, and techniques of producing color woodcuts and other block printing media. Prerequisite: Art 120.

**\*\*121B. Advanced Printmaking—Serigraphy. (3)**

Studio course. Experimentation with various techniques to produce a silk screen print. Prerequisite: Art 120. Visits to Printmakers studios, lithography workshops, and museums are arranged.

**122 Ceramics. (3) I**

Studio course. Basic studies in Form and space. Clay as a plastic medium. Methods of forming, decorating and firing clay. Prerequisites: Arts 2 and 4.

**123A. Advanced Ceramics. (3) I**

Lecture studio. Further study of clay technology. Development of clay bodies, glaze chemistry, and surface enrichment. Field trip to potters studios and craft exhibitions programmed. Prerequisite: Art 122.

**123B. Advanced Ceramics. (3) I**

Lecture studio. Advanced glaze technology; ceramic raw materials, testing procedures, and glaze formulation. Visits to production potteries programmed. Guest artists and technologists. Prerequisite: Art 122.

**\*130. Life Drawing. (3) I**

Lecture studio. Continuation of basic drawing skills, with the exploration of the human figure as a means for personal communication, and a motivation for unique pictorial concepts. Prerequisite: Art 2 and 3.

**\*131A. Advanced Drawing. (3) I**

Studio course. Drawing as a terminal means of expression. Composition, and interpretation. Emphasis on clarifying individual concepts. Prerequisites: Art 110 and 130.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**140. Three Dimensional Forms—See Art 4. II****141. Sculpture. (3) II**

Studio course. Further exploration of sculptural form and space. Modeling and carving. Museum and gallery tours programmed. Prerequisite: Art 4.

**142A. Advanced Sculpture. (3) II**

Lecture studio. Emphasis on content and personal expression. Welded steel, casting, and carving. Trips to foundry and artists' studios will be arranged. Prerequisite: Art 141.

**DEPARTMENT OF BIOLOGICAL SCIENCES**

Sister Mary Gerald (Chairman)  
Joseph Arditti

Sister Cecile Annette  
J. Richard Shelton

Marie Zeuthen

The department aims: to help the student develop an introductory knowledge and understanding of facts, principles, relationships of living things; to stimulate intelligent observation, a sense of the wonders of natural phenomena, and a spirit of inquiry leading to a desire for continued learning. The professional aim of the basic academic program is to prepare the student for graduate study, medical school, teaching, and medical technology.

**THE ACADEMIC MAJOR IN BIOLOGY**

**Preparation for the major:** Lower division requirements may be fulfilled by Zoology and Botany. Courses in mathematics, chemistry (inorganic, organic, and biochemistry) and physics are basic to the major in biology. These courses constitute a minor-equivalent.

**The Major:** Eighteen to 24 units of upper division courses fulfill the major. Courses in genetics and physiology are required. The other biology courses selected to complete the requirements must be approved by the department. Chemistry 108 may also be included to fulfill major requirements.

**THE CREDENTIAL PROGRAM IN BIOLOGY**

**Biology Major for Secondary and Elementary Credentials:** In addition to the academic major six units of approved courses fulfill the science requirements of this program. The required education courses are listed in the Department of Education.

**LOWER DIVISION****1A-1B. General Zoology. (4-4) Yr.**

Lecture, 2 hours; laboratory and field work, 6 hours.

An introduction to the facts, principles and relationships of animal biology.

**2A. General Botany. (3) I**

Lecture, 2 hours; laboratory and field work, 6 hours.

An introduction to plant biology, including basic concepts of anatomy, genetics, morphology, physiology, and taxonomy.

**2B. The Plant Kingdom. (4) II**

Lecture, 2 hours; laboratory and field work, 6 hours.

Structure, development, and reproduction in the various plant phyla and their phylogenetic relationships.

For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**3/103. General Bacteriology. (4) I, II**

Lecture, 2 hours; laboratory and field work, 6 hours.

Fundamental principles and techniques of microbiology. With the consent of the department, this course may be taken for upper division credit (103).

**10A-10B. General Life Science. (3-3) Yr.**

Lecture 2 hours; laboratory and demonstration, 2 hours.

An integrated year course designed to present the major, fundamental concepts of botany, zoology, and physiology.

**§11. History of Biology. (2)**

Lecture, 2 hours.

The historical development of biology. Early concepts in relation to scientific thought and development of modern methods and theories; life and works of chief contributors; social and economic forces influencing progress.

**§16. Microbiology. (2)**

Lecture and demonstration, 2 hours. Not open to students who have taken Biology 3.

A survey of the principles and techniques of microbiology and immunology, with special emphasis on the significance of bacteria in our daily lives and as agents of disease.

**24. Physiology and Anatomy. (3) I, II**

Lecture, 3 hours; laboratory, 3 hours.

Introductory study of the normal function and structure of the systems of the human body.

**51A-51B. Human Physiology and Anatomy. (3-3) Yr.**

Lecture, 2 hours; laboratory, 3 hours.

A detailed study of the function and structure of the human body with emphasis placed on the physiology.

**UPPER DIVISION**

**\*\*100. Vertebrate Embryology. (4) I**

Prerequisite: Courses 1A-1B, or equivalent.

Lecture, 2 hours; laboratory, 6 hours.

Study of embryologic development of the vertebrate, including amphibia, chick, and mammal.

**104. Advanced Bacteriology. (4) I**

Prerequisite: Course 3.

Lecture, 2 hours; laboratory, 4 hours.

The more advanced principles of the life, activities, growth and morphology of bacteria. The etiology of disease.

**\*\*105. Immunology and Serology. (3) II**

Prerequisite: Course 3.

Lecture, 2 hours; laboratory, 3 hours.

The theory of immunology. Mechanics of body defense; virulence factors of bacteria; antigen-antibody reactions; blood types; analysis of serological tests.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

- \*106. Comparative Anatomy of the Vertebrates. (4) I**  
 Prerequisite: Courses 1A-1B or equivalent.  
 Lecture, 2 hours; laboratory, 6 hours.  
 A study of the structural relationships of the vertebrate. Dissection of the elasmobranch, amphibian, and mammal.
- \*107. Food Microbiology. (3) II**  
 Prerequisite: Course 3.  
 Lecture, 2 hours; laboratory, 3 hours.  
 Microbial content, spoilage, and preservation of food, food-borne infections.
- \*108. Hematology. (3) II**  
 Prerequisite: Course 1B, or equivalent.  
 Lecture, 2 hours; laboratory, 3 hours.  
 Study of the normal blood development and the common types of pathological conditions.
- \*\*111. Parasitology. (3) I**  
 Prerequisite: Course 1A.  
 Lecture, 2 hours; laboratory, 3 hours.  
 A course covering the field of morphology, habits, and life history of animal parasites and their relation to diseases of man.
- §114. Virology. (2)**  
 Prerequisite: Course 3.  
 Introductory study of viruses.
- \*118. Endocrinology. (2) I**  
 Prerequisite: Course 1A, or equivalent.  
 Lecture and demonstration, 4 hours.  
 A study of the ductless glands.
- 119. Radiation Biology. (2) II**  
 Prerequisite: Chemistry 108 or Physiology.  
 Lecture and demonstration.  
 The use of isotopic tracers and the effects of radiation in biological processes.
- §122. Animal Histology. (3)**  
 Prerequisite: Course 1B or equivalent.  
 Lecture, 2 hours; laboratory, 3 hours.  
 A study of mammalian tissue.
- \*126. Medical Mycology. (3) I**  
 Prerequisite: Course 3.  
 Lecture 1 hour; laboratory 4 hours.  
 An introduction to the morphology, physiology, and taxonomy of the pathogenic fungi which cause disease in man and the domestic animals. This course is designed for students in bacteriology, parasitology, and medicine.
- \*130. Introductory Genetics. (3) II**  
 Prerequisite: Course 1A-1B or equivalent.  
 Lecture, 2 hours; laboratory 3 hours.  
 The principles of heredity and their bearing on reproduction and evolution.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**\*\*132. Bacterial Genetics. (2) II**

Prerequisite: Course 3.

Lecture and discussion, 2 hours.

A study of the cytological basis of bacterial genetics; nature and action of genetic material; mutation; and the transfer of hereditary traits in microorganisms.

**\*\*146. Plant Taxonomy. (3) I**

Prerequisites: Courses 2A-2B or consent of instructor.

Lecture, 2 hours; laboratory, 3 hours.

Classification, nomenclature and phylogenetic relationships of vascular plants.

**\*\*151. Cellular Physiology. (3) II**

Prerequisite: Course 1A-1B or equivalent; Chemistry 1A-1B.

Lecture, 2 hours; laboratory, 3 hours.

A study of the physical and chemical properties of protoplasm; osmotic relations and permeability of living cells; physiological action of ions and principles of enzyme action.

**§152. Plant Physiology. (3) II**

Prerequisite: Courses 2A, 2B, Organic Chemistry.

Recommended prerequisites: Physics 2A-2B, Chemistry 108, Courses 130, 151.

Lecture and discussion, 3 hours.

An introduction to plant metabolism, biochemistry, water relations, growth, and development; the relationships between plant structure and function. Course 153 may be taken concurrently.

**§153. Plant Physiology Laboratory. (2) II**

Co-requisite or prerequisite: Course 152.

Laboratory, 6 hours.

**§156. Metabolism of Bacteria. (2)**

Prerequisite: Course 3, Organic Chemistry.

Lecture and discussion, 2 hours.

Chemical activities of bacteria and other microorganisms; nutritional requirements; enzymes; energy relationships in the synthesis and dissimulation of cellular compounds.

**§165. Ecology. (3) II**

Prerequisite: Courses 1 and 2 or equivalent.

Lecture 2 hours; laboratory, 3 hours.

A study of interrelationships of plant and animal life and their environment.

**§167. California Plants. (2) I**

Prerequisite: Course 2A or equivalent.

Lecture 2 hours.

Botanical characters, classification, morphology, and identification of important California species, with particular emphasis on plants growing in southern California.

**195. Departmental Seminar. (1) I, II**

**198A-198B. Biological Research. (2-2) I, II**

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**199A-199B-199C. Seminar and Special Problems. (2) I, II**

Prerequisite: Consent of the instructor.

**§235. Seminar in Evolutionary Genetics. (2)**

Theories and genetic mechanisms of organic evolution.

**§265. Ecology. (3)**

Interrelationships between plant and animal communities and their environment.

**DEPARTMENT OF BUSINESS AND ECONOMICS**

Sister Catherine Therese (Chairman)

Charles Ervin

Christopher Turner

**Economics**

The aims of the program in Economics are: 1. to impart an understanding of modern economic life; 2. to develop the ability to form sound policies based on Christian socio-economic principles; and 3. to provide the foundations for entrance into business, law, the labor movement, teaching, and government service at home or abroad.

**Preparation for the Major:** Econ. 1, 2, 13. Recommended: Bus. Adm. 2, and an introductory course in sociology and political science.

**The Major:** A minimum of 24 units in upper division courses. Required: Econ. 100, 108, 135, 140, 195. Recommended: Econ. 117; Bus. Adm. 105, 190.

**The Teaching Major:** A minimum of 24 units of upper division or graduate course work in economics (a single-subject major) or in a combination of economics and other social sciences (an interdepartmental major). Required for the interdepartmental major: Econ. 108, 135, 150, 195, and one elective in economics. Recommended: Econ. 140. Required courses for the single-subject major are the same as for the nonteaching major, except for six additional units carrying graduate credit.

**The Social Science Major with an Emphasis in Economics:** A minimum of 24 units of upper division courses in the social sciences. Required: Econ. 108, 135, 150, 195, and one elective in economics; a sequence in both United States and World History; either upper or lower division units in Political Science (6), Geography (3), and Sociology (3).

**The Minor:** Five courses in economics, 3 of which must be upper division. Two of the 5 may also fulfill general education requirements. Required: Econ. 1, 2. Recommended: Econ. 108.

**The Teaching Minor:** A minimum of 20 units in economics. Required: Econ. 1, 2, 108.

**LOWER DIVISION****1. Principles of Economics. (3) I, II**

Survey of the basic principles of the American private-enterprise system with emphasis on national income, employment, money and banking, fluctuations, economic growth, markets, and the price system. Designed as the first half of the basic course required of economics and other social science majors and the complete course for certain other majors.

For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

**2. Principles of Economics. (3) II**

A continuation of Econ. 1 emphasizing market structures, the distribution of income, public expenditures, taxation and debt, the international economy, and comparative systems.

**13/113. Economic History of the United States. (3) I, II**

Economic development in agriculture, industry, commerce, and finance from the colonial period to the present.

**UPPER DIVISION**

**\*\*100. Intermediate Economic Analysis. (3) I**

Theory of consumer choice, cost of production, and exchange; market structures; wages, rent, interest, and profits. Prerequisites: Econ. 1, 2.

**101. Principles of Economics. (3) I, II**

Designed for non-economics majors. Content as in Econ. 1. Not open to students with credit for 1 and 2.

**108. The Social Encyclicals and American Society. (3) II**

Economic and social reconstruction of society as set forth in the encyclicals *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, and *Pacem in Terris* and in current literature.

**\*117. Business Fluctuations. (3) II**

History and analysis of trade cycles and their causes; indices and forecasts of economic conditions; policies and proposals for economic stability. Prerequisites: Econ. 1, 2.

**\*\*125. Government and Business. (3) I**

The role of government in shaping and directing business and economic life.

**\*135. Money and Banking. (3) I**

Nature and functions of money and banking and their historical development in the United States. Prerequisites: Econ. 1, 2.

**\*140. Statistics. (3) I**

cf. Soc. 140.

**\*\*144. Personal Finance. (3) I**

Survey of various financial institutions and their functions as they affect the individual consumer; emphasis on the basic principles underlying investment planning, family insurance programming, and home buying.

**\*150. Labor Economics and Labor Relations. (3) I**

A study of the organizations of labor and business and the collective-bargaining relationship between them; the impact of unionism on the economy.

**\*\*190. Modern Problems: Communism.**

cf. Interdepartmental Offerings on p. 96.

**§191. Comparative Economic Systems. (3) II**

An analysis of economic systems with emphasis on the varying degrees of planning found in free-enterprise, democratic-mixed, and communistic economies.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**\*\*195 International Economics. (3) II**

The general principles and mechanisms of international trade; the principle issues facing underdeveloped countries; economic development in Europe, with emphasis on the Common Market.

**§208. Seminar in the Social Encyclicals. (3)**

A study in depth of one or more current economic problems in the light of the social encyclicals.

**Business Administration**

The aims of the program in Business Administration are: 1. to orient students to the activities of the business world and to participating in it with a solid foundation in moral and social philosophy; and 2. to provide the fundamentals for positions in administration, accounting, personnel, advertising, and merchandising, and for opportunities in financial organizations, such as banks and insurance companies.

**Preparation for the Major:** Bus. Adm. 2, 30, 60; Econ. 1, 2. Recommended: Bus. Adm. 1.

**The Major:** A minimum of 24 units in upper division courses. Required: Bus. Adm. 105, 190; Econ. 108, 135, 140, 150. Recommended: Bus. Adm. 161, 163.

**The Teaching Major:** A minimum of 24 units in upper division or graduate courses in business administration for the secondary credential and 28 units for the elementary. There is no interdepartmental program. Required courses are the same as for the nonteaching major, except for six additional units carrying graduate credit.

**General Business Minor:** Five courses in business administration, 3 of which must be upper division. Two of the 5 may also fulfill general education requirements. Required: Bus. Adm. 2, 60. Recommended: Econ. 101, 108.

**Merchandising Minor:** A minimum of 18 units including Bus. Adm. 2, 60, 161, 163; HE. 162, 169; Art 2.

**LOWER DIVISION****1. Introduction to American Business. (3) I**

A general survey of the principles of marketing, finance, accounting, personnel management, advertising, and government policies as they apply to modern American business.

**2. Principles of Accounting. (3) II**

An introduction to basic accounting tools: the general journal, the balance sheet, the income statement, and the funds flow statement.

**30. Business Finance. (3) I**

A study of the forms and sources of financing business firms, including techniques of raising funds, appraising risks, allocating and controlling capital, and evaluating performance.

**60/160. Marketing. (3) II**

A survey of basic marketing methods, institutions, and practices. The problems of retailing, wholesaling, cooperative marketing, pricing, and marketing costs are defined from the standpoint of the consumer, the middleman, and the manufacturer.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



## UPPER DIVISION

**\*\*105. Business Law. (3) I**

A study of law in its relationship to business. Essentials of the law of contracts, sales, agency, negotiable instruments, bailments, and property.

**‡§120-121. Advanced Accounting. (3-3) Yr.**

Corporation accounting theory; analysis of balance sheets and profit and loss statements; accounting problems in liquidation and consolidation.

**‡§135. Insurance. (3) I**

Principles of risk and insurance with emphasis on their applications to business affairs; analysis of types and characteristics of policies, carriers, underwriters, and settlements.

**‡§140. Real Estate. (3) II**

Principles of land ownership and use; analysis of property financing, appraisal, management, and transfer, and of the brokerage function.

**\*161. Merchandising. (3) I**

Techniques of buying, stock planning, and control; methods of inventory valuation, pricing for resale, markups and sales.

**\*\*163. Advertising. (3) I**

A study of the field of advertising with specific attention given to media, production and research.

**\*\*190. Business Policy. (3) II**

An integration of all major business fields, centering around the business enterprise as a social institution; emphasis on the forces affecting the determination of business decisions and policies, ethical problems in management, and the social responsibility of the business manager.

## DEPARTMENT OF CLASSICAL LANGUAGES

Sister Mary Germaine (Chairman)

Sister St. Gerard

The department strives to give the student a basic knowledge of the classical languages to enjoy the masterpieces of antiquity in the original, and to develop an appreciation and critical approach to classical civilization as a part of a liberal education, or as a preparation for work leading to an advanced degree or for teaching.

### Latin

**Preparation for the Major:** 1, 2, 3, 4, or equivalent; 16, 27, 30 and 45.

**Major:** Eight upper division courses including Latin 104, 106 and 128.

**Preparation for the Minor:** Four lower division courses.

**Academic Minor:** Latin 104, 106 and 128.

**Teaching Minor:** Latin 104, 106, 128 and one elective course.

**Recommended:** Greek 1, 2, 3, 4, and History 111-112.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

## LOWER DIVISION

- 1-2. Elementary Latin. (3-3) Yr.**  
 Fundamentals of the Latin language and reading of easy selections from Latin literature. For students who have had no study of Latin.
- 3-4. Intermediate Latin. (3-3) Yr.**  
 Prerequisite: Latin 1-2 or two years of high school Latin.  
 Review of grammar. Selected reading from Caesar, Cicero, Vergil and Ovid. This course satisfies the language requirement.
- \*16. The Latin Essay. (3) I**  
 Form and content of Cicero's *De Amicitia*; comparison with the *De Spirituali Amicitia* of Aelred of Rievaulx.
- \*\*27. Roman Comedy. (3) II**  
 Plautus, *Captivi* and Terence *Phormio*. Development of Graeco-Roman comedy.
- \*\*30 or 130. Latin Letters. (3) I**  
 A. Cicero B. Seneca C. Pliny D. St. Jerome  
 Selected letters from the above authors together with the political and social life of the period represented.
- \*45 or 145. Christian Latin Writers. (3) II**  
 A. Selected authors B. St. Augustine: *Confessions*.  
 Writers of the patristic age.

## UPPER DIVISION

- \*\*104. Latin Composition. (3) I**  
 Study of sentence structure, idioms, and style through translation of prose selections into Latin.
- \*106. Roman Historians. (3) I**  
 A. Livy B. Caesar C. Sallust D. Tacitus  
 Roman historical writing as represented by the above authors; main historical events of the period represented.
- 128. Roman Poetry. (3)**  
 A. Epic: Vergil B. Lyric: Horace C. Elegiac: Propertius, Catullus, Ovid  
 D. Satire: Horace, Juvenal  
 Development of selected types of Latin poetry.
- \*156. Roman Philosophical Writers. (3) II**  
 A. Lucretius B. Cicero C. Seneca  
 Principal systems of Greek philosophy and their influence on Roman thought.
- §185. Introduction to Medieval Latin Studies. (3)**  
 Development of medieval Latin syntax, vocabulary and morphology based upon selections from representative medieval writers. Offered as needed.
- \*\*187. Medieval Latin Poetry. (3) II**  
 Development of medieval Latin poetry based on important poets of selected periods.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



## Greek

### LOWER DIVISION

**\*1-2. Elementary Greek. (3-3) Yr.**

Essentials of Greek grammar, syntax, inflections, and vocabulary. Translation and easy composition.

**\*\*3. Xenophone: Anabasis. (3) I**

Prerequisite: Greek 1-2.

Selectons, translation and syntax.

**\*\*4. Homer: Iliad. (3) II**

## Classics

The following course presupposes no knowledge of Latin or Greek and is open to all students.

**\*\*178. Classical Mythology. (2)**

Origin and development of classical myths; their relation to the religion, literature and art of Greece and Rome.

For other courses in the area of classical civilization see:

Eng. 4A, Classical Epic and Drama; Hist. 1A, The Ancient World; Hist. 111-112, History of the Ancient Mediterranean World; Phil. 120, History of Ancient Philosophy.

## DEPARTMENT OF EDUCATION

John Carpenter

Sister Margaret Clare

Sister Regina Clare

Sister Mary Ralph, SND

Sister Rose de Lima

Doris Schifflea

F. Roman Young (Chairman)

Mrs. Mary Van Duzer, Principal, and Staff of Brentwood Elementary School.

Mr. Richard N. Nida, Principal, and Staff of Hamilton High School.

Mrs. Helen Jewett Rogers, Principal, and Staff of Louis Pasteur Junior High School.

The Department of Education offers a program designed to develop in the students professional competency. This professional preparation combines theory and practice and is based on a strong foundation in the liberal arts. Thus, the teacher education program is the responsibility of the whole college.

The curricula offered satisfy the requirements in California for the following credentials: Standard Teaching Credential with specialization in Elementary Teaching and Standard Teaching Credential with specialization in Secondary Teaching. Programs at the masters degree are also available.

Provisions are made for students to fulfill the course in supervised teaching in the public schools of the city of Los Angeles, at the elementary level in Brentwood Elementary School, and at the secondary level at the Louis Pasteur Junior High School and the Hamilton High School.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



## Admission to the Teacher Education Program

Students wishing to enter the teacher education program are asked to make application in writing at the beginning of the second semester of the sophomore year in college.

A screening committee made up of members of the education department reviews the data submitted by the student. Judgment is based on information giving evidence of:

(1) **Academic Achievement**

Transcript of college work completed to date should show satisfactory pattern of courses and scholarship of a higher grade than that required by the college for all students.

(2) **Health**

Evidence presented from the Student Health Service should indicate that the applicant has the health requisite for teaching.

(3) **Basic Skills**

Students are required to pass an examination measuring the mastery of the basic skills of reading, arithmetic, language, handwriting and spelling.

(4) **Personal Fitness**

Evidence of personal fitness for teaching is based on information on specified points submitted by faculty members who know the applicant.

The committee may accept, reject or place the student on probation.

Admission to the teacher education program is but the first step in screening which is a continuous process. Periodic evaluations are made based on data submitted by instructors, supervising teachers, and other persons who are in a position to know the student. Dismissal from the program is based on a just cause and is made only after careful counseling.

## Curricular Requirements for Each Standard Teaching Credential

Students entering college in the fall semester, 1962 and thereafter, will be expected to fulfill requirements found in this bulletin.

Students who were admitted to the teacher education program prior to September 1962, will fulfill requirements as described in previous bulletins.

### ELEMENTARY TEACHING

Prospective candidates for this credential must consult, each semester, the credentials advisor in the Department of Education before filing study cards.

#### Requirements:

1. Admission to teacher education program.
2. Bachelor's degree.
3. A fifth year of post graduate education.
4. Forty-five units of general education.
5. A major with a minimum of twenty-four division or graduate units.
6. A single subject minor with a minimum of twenty units.
7. Professional education, including supervised teaching, Ed. 171; 136; 137A and B; 335A and B; 206.
8. Additional courses in Art and in Music, 6 units, Art 42 and Music 30.
9. A minimum scholastic average of 2.50 must be maintained to remain in credential status.

## SECONDARY TEACHING

1. Admission to teacher education program.
2. Bachelor's degree.
3. A fifth year of post graduate education.
4. Forty-five units of general education.
5. A single subject or interdepartmental major with a minimum of 24 upper division or graduate units.
6. A single subject minor with a minimum of twenty units.
7. Six units of course work at the graduate level in the major or the minor.
8. Professional education, including supervised teaching, Ed. 171, 172, 173, 377, 206.
9. A minimum scholastic average of 2.75 must be maintained to remain in credential status.

### Alternate Program—Elementary Teaching

Mount St. Mary's College offers an alternate program for the Standard Teaching Credential with a specialization in Elementary Teaching for those students whose maturity and scholastic achievement are exceptional. This program permits the student to qualify for a teaching position at the end of four years. The remaining requirements are to be completed within a period of two years and two summers.

Those who wish to apply for this program must do so during the second term of the freshman year or the first term of the sophomore year.

### Graduate Program in Education

#### Department Requirements

**Prerequisites:** In this undergraduate program the applicant should have completed a minimum of twelve semester hours of upper division courses in education, including at least one course from each of the following fields: Philosophy or Principles of Education, Educational Psychology, Educational Measurement or Guidance, Curricula, and Foundations of Education.

#### Requirements for the Master of Arts

The degree Master of Arts in Education is offered for students who wish to emphasize research and to continue in advanced study.

A total of twenty-four semester hours taken in classified status is required, and of these at least eighteen semester hours must be completed in residence at Mount St. Mary's College. Eighteen semester hours must be completed in education, twelve of which must be in 200-level courses; the remaining semester hours are devoted to a minor field. Upper division courses may be elected for graduate credit with the approval of the department. A reading knowledge of French or German and the writing of a thesis are required.

The program for the major includes the following required courses: Education 200, 201, 202 or 203, and 295.

#### Requirements for the Master of Science

The degree Master of Science in Education is designed for those students who expect the master's degree to be a terminal degree, or whose educational objectives require a more extensive program of professional courses.



A total of thirty semester hours taken in classified status is required, and of these at least twenty-four hours must be completed in residence at Mount St. Mary's College. Fifteen to eighteen semester hours must be completed in education, twelve of which must be in the 200-level courses. The remaining semester hours may be devoted to a minor field or fields, or a specific professional field. The writing of a project in the field of educational practice is required.

The program for the major includes the following required courses: Education 200, 201, 202 or 203, and 295.

## COURSES

### Education

#### 134. Children's Literature. (2) II

A course designed to develop appreciation for, and wide experience in children's choices of books at various age levels. A study of the literature and artist-illustrators, as well as every type of book a child enjoys. cf. English 134.

#### 136. Guidance of the Elementary School Learner. (4) II

A systematic study of the developmental characteristics of the elementary school child with an emphasis on how these factors have influenced the content and organization of the elementary curriculum. Principles for guidance are derived from a Christian interpretation of reliable data of experimental studies and surveys regarding the physiological, emotional, social, mental and moral growth and development. The student is introduced to a method of child study through the guided weekly observations of an individual child in the school environment.

#### 137A. The Elementary School Curriculum. (4) I

A study of the child in the elementary school curriculum with special emphasis on reading, oral and written expression, and mathematics. This study will include the developing of an understanding of general principles, instructional procedures and materials, and evaluation of achievement as well as observation and participation in these subject matter areas in actual classroom situations.

#### 137B. The Elementary School Curriculum. (4) II

A study of the child in the elementary school curriculum with special emphasis on social studies and science. This study will include the general principles involved, instructional procedures and materials, and the evaluation of achievement. It will also include the observation and participation in these subject matter areas in classroom situations.

#### 171. Educational Psychology. (3) I

A study of the mental changes and the conditions associated with learning. This course is designed to equip the student to analyze educational problems psychologically, to measure differences between individuals, and to apply this knowledge for the improvement of teaching-learning situations. Prerequisite: Psychology 1.

#### 172. Guidance of the Secondary School Learner. (3) II

Principles for the education and guidance of the adolescent derived from a Christian interpretation of reliable data of experimental studies and surveys regarding the physiological, emotional, social, mental and moral growth and development; guidance techniques include testing programs and basic statistical procedures.

**173. The Secondary School Curriculum (5) I**

A study of the curricula, instructional procedures, materials, and equipment used in teaching in the secondary schools.

**199. Special Studies. (1-4)**

Prerequisite: Senior or graduate standing and consent of department.

**GRADUATE DIVISION**

**200. Methodology of Educational Research. (2) I**

The various techniques of research which include the theory of research, experimental design, gathering data, and interpreting data.

**201. Historical and Philosophical Foundations of Education. (3) II**

Philosophical, political, economic, and social forces that influenced educational thinking during certain historical periods. It is intended that this course assist the student in enlarging his historical and philosophical perspective.

**202. Psychological Foundations of Education. (2) II**

Contemporary psychology as applied to education. Research and writing are offered to meet the individual needs of students concentrating in either elementary or secondary education.

**203. Social Foundations of Education. (2) I**

Sociological bases of education, the structure of society, its institutions and trends.

**§204AB. Organization and Supervision of Student Teachers. (2-2)**

Designed primarily for supervising teachers. The basic principles can apply to either elementary or secondary education. Experiences deemed essential for the professional development of the student teacher are presented.

**205. Developing the Curriculum. (3) II**

The basic principles of curriculum planning with particular stress upon an analysis of the relationship of psychological and social factors in both elementary and secondary schools.

**206. Foundations of Education. (3) II**

This course is designed to give the student an understanding of current educational practices in the schools of the United States.

**§207. Improving Reading in the Secondary School (2)**

Principles and procedures employed for the improvement of reading abilities beyond the sixth grade. Considerable emphasis is placed upon the reading difficulties of secondary school students.

**§208. Science in the Elementary School. (2)**

Science adapted for children in the first six grades. Includes the planning of units, classroom demonstrations, experiments, compiling bibliographies, and collecting instructional materials pertinent to the subject.

**§209. Social Studies in the Elementary School. (2)**

Recent research in respect to curriculum, materials, and methods affecting the teaching of the social studies below the sixth grade.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**§210AB. Seminar in Modern Education (2-2)**

The curricular, administrative and instructional issues at the elementary, junior or senior high school levels. Planned in order to present to teachers a better understanding of the modern school.

**§212. The Elementary School Principal. (2)**

The organization and administrative structure of the elementary school; in particular, the principal's duties and responsibilities in respect to the satisfactory functioning of the school.

**§213. The Secondary School Principal. (2)**

The organization and administrative structure of the secondary school; in particular, the principal's duties and responsibilities in respect to the satisfactory functioning of the school.

**\*214. Principles of Guidance and Counseling. (3)**

Basic principles and techniques of guidance applied to counseling in the secondary school.

**215. General Administration. (3) I**

The organization and administration of public and private education in the United States.

**216. Supervision of Instruction. (3) II**

A course designed to assist the administrator and his staff to study the problem and practice in supervising the instructional program.

**295. Thesis or Project Guidance.**

No credit offered in terms of semester hours.

**298. Field Work. (4)**

Individual supervision in the field and individual study of a problem in the school.

A two-semester course.

**335A & B Supervised Teaching: Elementary (4-4) I, II**

Prerequisites: Ed. 136, 137 A & B, 171.

Participation and practice in working with and instructing children in the elementary school for a minimum of 180 clock hours. Experience is gained at different grade levels. Conferences with teachers and supervisors accompany this work. A weekly seminar for the students is included.

**377 Supervised Teaching: Secondary (6) I, II**

Prerequisites: Ed. 171, 172, 173.

Participation and practice in working with and instructing students in two junior or senior high school classes for one semester for a minimum of 120 clock hours. Weekly conferences are included.

**SUMMER SESSION ONLY****\*101. Philosophical and Historical Foundations of Education. (2)****\*105. Curriculum, Materials, and Methods in Elementary Education. (4)**

For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

## DEPARTMENT OF ENGLISH AND SPEECH

Sister Patricia Clare (Chairman)

Daphne N. Bennett

Frank LaFerriere

Sister M. Laurentia

Sister Mary

J. Patricia Mobley

Sister Mary Patricia

Sister St. George (absent on leave)

Joseph Stodder

Dale O'Keefe

Donald Weggeman

The aims of the Department of English and Speech are:

To prepare all students, regardless of their major, to communicate clearly both orally and writing, in the best contemporary idiom and style.

To aid all students toward self awareness and maturity through these increased powers of significant communication.

To develop all students' ability to read with understanding and pleasure the best examples of poetry, fiction and drama from ancient to modern times; to encourage a sound critical taste for good literature as the best means toward continuing humanistic education and personal and social growth.

In addition, the department aims to develop in its majors not only the above powers but to offer them opportunity for genuine creative experience in writing, speech and drama as a source of insight, growth, personal and social enrichment and desire for continuing education. It aims to prepare them for the intellectual distinction and articulate maturity which will make them excellent not only as teachers of English, but in whatever vocation they choose to follow.

The examination in Subject A must be passed before entrance into any course in college English. English 5, Literary History of England, is a prerequisite for majors. This course is also recommended for English minors.

**The Academic Major in English:** A minimum of 28 upper division units in English including 106, 117, 130AB, 155, and electives under direction, to provide both breadth and depth of literary study. Under this plan students must complete a substantial creative or critical project before March 1 of the senior year and take a comprehensive examination which includes the Advanced test in Literature from the Graduate Record Examination. This plan aims to prepare students for a continued interest in literature either informally in their lives or formally in graduate study or teaching at the secondary level or beyond. In addition to requirements secondary teachers are strongly recommended to take Eng. 110, 125 or 126, 153, and at least three age courses. They should also have a speech course and a course in either drama or journalism.

**The Elementary Teaching Major in English:** A minimum of 24 upper division units in English including 106, 117, 130AB, 134, 135, and electives which may include Speech. The comprehensive examination is optional under this plan which aims to prepare students for the elementary credential. Students who elect this plan will be recommended for graduate study in English only if they take and pass the comprehensive with a grade of B or better, and if they complete upper division requirements as listed in the academic major.

**The Secondary Teaching Major in English:** A minimum of 24 upper division units in English including 106, 117, 130AB, 155 and electives which may include Speech. In addition, 6 units of English on graduate level are required.

**The Teaching Minor in English:** Students in education whose minor is English must have at least 20 units including the following: Eng. 106, 117, 130AB and 155. English 110 is strongly recommended.



**The Non-teaching minor in English:** Courses including Eng. 117, 130AB, 155 or others at the direction of the chairman of the department.

English-Speech majors will be individually advised as to desirable courses for their particular vocational goals.

## English

### LOWER DIVISION

#### **Subject A. Essentials of Grammar and Composition. (No Credit)**

Required of all students who fail the entrance examination in English. Offered upon request for a sufficient number of students at a stated fee.

#### **1A-1B Freshman Composition. (3-3) Yr.**

Introductory course. Required for graduation and prerequisite to all other courses in English. Techniques and practice in clear, direct prose communication, critical reading. Introduction to research writing and literary types. 1B includes study of **The Divine Comedy**. Students who prove superior in 1A are invited in 1B to join a special Honors Seminar which offers increased opportunity for critical reading, writing and research.

#### **3. English for Foreign Students. I (0)**

Tutoring in the elements of written and spoken English for students whose knowledge of English is insufficient for English 1A.

#### **4A-4B-4C-4D-4E. Introduction to World Literature. (2-2-2-2-2) Yr.**

A study of some of the great books of the ages. Any two of the following five courses are required of all students. English majors must have at least 2 courses from 4 A,B,C.

##### **4A Epic and Drama**

The great epics and selected Greek drama

##### **4B The Bible as Literature**

Literary forms of the Old and New Testament

##### **4C Eastern and European Masterpieces**

##### **4D English and American Masterpieces**

##### **4E Shakespeare Survey**

#### **5. Literary History of England. (2) I**

A broad survey of the main periods, writers and important works of English literary history. Required of English majors.

#### **31AB. Elements of Journalism. (2-1) Yr.**

A broad course in journalism and news writing, with laboratory experience on the college newspaper.

#### **31C. Journalism Workshop. (1) Yr.**

Directed laboratory work on the college newspaper.

### UPPER DIVISION

#### **100. Selected Reading. (1) Yr.**

A list of outstanding literary works from the 16th through the 20th century for independent reading. May be begun in the second semester of the sophomore year.

#### **101. Selected Writers. (1) Yr.**

A series of one-unit, single-author courses open to both English and non-English majors.

**105. Advanced Composition. (3) Yr.**

Prerequisites: 1A-1B; Eng. 4 (4 units)

Development and continuation of techniques and practice in clear prose communication, a deeper study of the basic structure of the language, analysis and interpretation of literary styles and types.

**106A-106B-196C-106D. Creative Writing. (3-2-1) Yr.**

Advanced course in writing, including instruction in the writing of essays, short stories, and poetry.

**\*\*110. Introduction to the English Language. (3) II**

Introduction to phonetic and historical development of English. Studies in word formation and radiation of meaning.

**\*\*114. Study of the Drama. (3) II**

Principles of drama from the beginning to the present. Reading of representative dramas. This course may be taken for graduate credit.

**117A-117B-117C-117D. Shakespeare. (2) I, II**

**117A.** Henry IV, Part I; Merry Wives of Windsor, Henry VIII; Love's Labour's Lost; Twelfth Night; Othello; Anthony and Cleopatra; Romeo and Juliet; The Tempest; Sonnets 1-38.

**117B.** King John; Henry IV, Part II; Henry VI, Part I; As You Like It; Taming of the Shrew; Hamlet; Merchant of Venice; Coriolanus; Pericles; Sonnets 39-76.

**117C.** Henry V; Henry VI, Part II; Julius Caesar; Comedy of Errors; All's Well that Ends Well; Measure for Measure; King Lear; Midsummer Night's Dream; Winter's Tale; Sonnets 77-114.

**117D.** Richard II; Henry VI, Part III; Richard III; Timon of Athens. Two Gentlemen of Verona; Much Ado about Nothing; Troilus and Cressida; Macbeth; Cymbeline; Sonnets 115-154.

**125. Study of the Novel. (3) I**

Chronological reading and analysis of representative novels from early examples of the form to contemporary developments.

**\*126. The Short Story. 2-3 I**

**130A-130B. American Literature. (3-3) Yr.**

A survey of American Literature. 130A: Beginning to 1860; 130B: 1860 to the present. Emphasis on works of enduring worth as literature.

**§130C. American Literature. (3)**

Detailed study of major works of 20th century.

**131A-131B-131C. Journalism. (1-1-1)**

Prerequisite: Course 31.

Advanced directed work on college newspaper.

**134. Children's Literature. (2) II**

Cf. Education 134.

**137A-137B. World Literature. (2-2) II**

An intensive study of selected masterpieces of world literature exclusive of English and American literature.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



- \*\*151. Chaucer. (2) II**  
Reading in the poetry of Chaucer, principally the *Canterbury Tales*, and *Troilus and Criseyde*. This course may be taken for graduate credit.
- \*\*152. Middle English Literature. (3) I**  
Reading in selected prose and poetry of the medieval period.
- \*153. Study of Poetry. (3) II**  
A study of poetry, principally English and American, with emphasis upon principles of structure and aesthetic evaluation.
- 155. Introduction to Literary Theory and Criticism. (3) I**  
An introductory study examining the more important theories of literature from the times of Plato and Aristotle to our own day, combined with practice in the techniques of analysis and literary criticism.
- \*156. The Age of Elizabeth. (3) II**  
A study of the principal non-dramatic prose and poetry of the English Renaissance, exclusive of Shakespeare.
- \*\*157. The Seventeenth Century. (3) I**  
Reading and study of the important literary works of the Caroline and Jacobean periods.
- \*\*160. Milton. (2) I**  
Reading in the works of Milton. Emphasis on *Paradise Lost* and *Samson Agonistes*.
- \*\*167. The Eighteenth Century. (3) II**  
A survey of the historical background and literature of the Neo-Classical period. Emphasis on Dryden, Pope and Johnson.
- \*\*177. The Romantic Period. (3) I**  
A study of the development of Romanticism in English literature in the first part of the nineteenth century from 1784-1832.
- \*\*187. The Victorian Period. (3) I**  
A study of the major prose and poetry of the second part of the nineteenth century from 1832-1892. This course may be taken for graduate credit.
- 188. Dante. The Divine Comedy. (3) II**  
A close reading of *The Divine Comedy* as a work of literary art with emphasis on structure and symbol. This course may be taken for graduate credit.
- \*190. Contemporary Literature. (3) II**  
Intensive reading of English and American Literature since 1890. This course may be taken for graduate credit.
- 191. Contemporary Poetry. (2)**  
Intensive study of a few 20th century poets. May be taken for graduate credit.
- 195. Honors Reading. (1-3) I, II**  
Intensive and independent study in a field of special interest. Open to selected English majors in the senior year or second semester junior year with the consent of the department chairman and of the instructor concerned.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

**\*196. Studies in Language and Communication. (2-3) I**

A multi-dimensional approach to language and its meanings: dynamics of motivation and perception as they relate to expression and understanding of language; a study of cultural and anthropological contexts, and semantics in conjunction with relevant literary, conversational and other models. Examination of barriers in communication and ways of improving communication, and training in listening are an important part of the course. Course may give speech credit.

**197. Senior Survey. (2) I**

**200. Special Studies in English. (2-3)**

Intensive reading and research in a selected author or in a selected period.

**230. American Literature from 1850. (2-3)**

Studies in selected American authors from Hawthorne to the present.

**255. Seminar in Literary Criticism. (3)**

Applications of critical principles and techniques to specific literary problems.

**290. Contemporary Literature. (2-3)**

Intensive reading of selected English and American authors since 1890.

**Speech**

**LOWER DIVISION**

**Sph. 1. Voice and Diction. (3) I**

Development of the speaking voice, correct enunciation and articulation. Poise and bodily expression for speech.

**Sph. 2A-2B. Acting I and II. (3-3) Yr.**

Acting I. Creative Bodily Expression. Psycho-physical exercises to induce freedom of expression and sensitivity to creative impulse. Improvisation and ensemble work.

Acting II. Character and Characterization. Approach and study of the role, development of character and characterization for the stage with emphasis on the creative individuality of the student.

**Sph. 5. Theatre Appreciation. (2) I**

An introductory study of the theatre toward greater appreciation of the play, the actor, the theatre building, and the development of staging and scenic devices.

**Sph. 10/110. Public Speaking. (3) I**

Course gives training in principles of composition and delivery of various kinds of extemporaneous speech (information, persuasion, etc.), book reporting, introduction to discussion techniques in public affairs, handling of quoted material; principles of rhetoric and audience analysis; relationship of conversation and public speaking.

**Sph. 12/112. Speech Correction. (3) II**

Study of the symptoms, diagnosis and methods of correction of various disorders of articulation, voice, rhythm, and language; functional and organic speech disorder, the phonetic basis for correct sound formation and standards of pronunciation. The course is integrated with the students' own practice and improvement in speech. Acceptable for credit with American Speech and Hearing Association and/or for Special Education credential of California.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**Sph. 59. Theatre Workshop. (1-3) I, II**

Analysis of and application to the major dramatic event of the semester. Study of the play, the author and related works. Problems in casting, directing, acting. Designing the play; production methods and staging. Practical work on some facet of production. Units may be earned in production work.

**UPPER DIVISION****Sph. 107A-107B. Dramatic Writing. (3-3) Yr.**

Analysis of the dramatic structure. Technique and practice of creative writing for stage and television.

**Sph. 111. Interpretative Reading. (3) II**

The technique of oral interpretation of literature.

**\*\*Sph. 157A-B. Creative Dramatics. (2-3) Yr.**

Seminar and laboratory course for the actor, director, writer, and teacher. Dramatic improvisation for use in grade and secondary schools. Development of dramatic dialogue and scenes, utilizing both children and adults. Staging of school plays and pageants.

**Sph. 159. Theatre Workshop. (1-3)**

See Sph. 59.

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION****Staff**

The department of Health, Physical Education and Recreation offers the student courses designed to encourage sound health habits and to develop physical efficiency by improving body mechanics through regular participation in a variety of recreational sports and an intelligent use of leisure time.

**§26A-26B-26C-26D. Physical Education Activities. (1/2-1/2-1/2-1/2)**

Archery	Synchronized Swimming
Badminton	Slim and Trim
Bowling	Tennis
Golf	Volleyball
Horseback Riding	Swimming—Bg., Inter., Adv.
Life and Water Safety	

**27. Games and Rhythms for the Elementary School. (2) I**

A study of elementary school physical education, including rhythms and games commonly used. Designed to develop an understanding of the physical education needs of the elementary school child. (1 hour lecture, 2 hours lab.)

**§28A-28B-28C-28D. Dance.**

- 28A. Beginning Creative Dance.
- 28B. Advanced Creative Dance.
- 28C. Dance Choreography.
- 28D. Folk Dance.

**30. Health Education. (2) I, II**

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**44. Personal and Community Health. (2) II**

Fundamentals of healthful living designed to provide scientific health information and to promote desirable attitudes and practices.

**146. Family Health. (2)**

A course designed to acquaint the student with good health practices, community health service and prevention of illness. Discussion will place emphasis on the health needs of the individual and the family during periods of childhood, adolescence, parenthood, middle age and old age.

## DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Sister St. Claire (Chairman)

Ronald J. Oard

Sister Magdalen

Joan Todd

Sister Rose Catherine

James Delahanty

The Department of History and Political Science offers students of the College courses of general cultural and educational value. It aims to provide training for an adequate understanding of contemporary political, cultural, and social institutions through the study of their origins and development; to offer basic courses, and courses in specialized areas, as well as experience in using the tools of historical research and synthesis, for students desiring to major in history, or minor in history or political science; to lay the foundation necessary for graduate study and the teaching profession; and to furnish selected courses which provide an introduction to training in other areas, such as law, foreign service, research.

### History

#### Bachelor of Arts Program

**Preparation for the Major:** 1 year of World Civilization, 7A-7B or 8A-8B, 25, Political Science 1 or 2.

**Recommended:** Economics 101, 108, Sociology and Anthropology.

**The Major:** Students will be expected to complete 28 hours of upper division work, including History 101, 198, a 6 unit sequence in American history, and a 6 unit sequence in another field, followed by an additional course in each field. The remaining units may be selected from electives in history and in political science, with the approval of the Chairman of the Department.

Senior students must submit a research paper in connection with History 198.

**The Minor:** A minimum of 5 courses in history 3 of which must be upper division.

**Required:** 1 year of World Civilization, six unit sequence in two fields of emphasis, 101 or 198.

**The Social Science Major with an Emphasis in History:** A minimum of 24 units of upper division courses in the social sciences. **Required:** 1 year of World Civilization, 7A-7B or 8A-8B, 25, Political Science 1 or 2, a six unit sequence course in American History and a six unit sequence in another field, 101 or 198, Econ. 101 or 108.

**Recommended:** Sociology, Anthropology.

**The Teaching Major:** A minimum of 24 units of upper division or graduate courses in History (**single-subject major**) or in a combination of history and the social sciences (**an inter-departmental major**). Required courses for the **single-subject** major are the same as for the non-teaching major. Required for the **inter-**



**departmental major:** 1 year of World Civilization, a six unit sequence in American History and a six unit sequence in another field, 101 or 198, Political Science 2/102, Econ. 101 or 108. Recommended: Sociology, Anthropology.

**The Teaching Minor:** A minimum of 20 units in history. Required: 1 year of World Civilization, six unit sequences in two fields of emphasis, 101 or 198.

**The Social Science Minor with an Emphasis in History:** Five courses in the social sciences. Required: Two upper division courses in history.

## Master of Arts Program

### Departmental Requirements

**Prerequisites:** A Bachelor of Arts with a major in history, or the equivalent, approved by the department.

### Requirements for the Master of Arts in History

**Courses:** A minimum of twenty-four semester hours of course work taken in classified status is required. Eighteen semester hours of course work must be completed in history; the remaining semester hours may be in a closely related minor field.

At least twelve semester hours must be in strictly graduate courses (200-level), and must include a year seminar in European and a year seminar in American history. Graduate credit is given for upper division history courses contingent upon the approval of the department. No courses in the 300 series may be counted toward this requirement.

**Foreign Language:** A reading knowledge of a foreign language approved by the Department of History is required. This requirement should normally be met in the first semester of graduate work, and must be met before advancement to candidacy for the master's degree.

Candidates are required to present a thesis or to pass written comprehensive examinations. The comprehensive examinations will be given on dates announced in the calendar of this Bulletin.

## LOWER DIVISION

### 1A-1B-1C-1D. World Civilization. (3-3)

A broad historical study in the major elements in man's heritage from the ancient empires to the present time, designed to further the student's general education, to introduce her to ideas, attitudes, and institutions basic to world civilization, and to acquaint her, through reading and critical discussion, with representative documents and writings of enduring interest. To stimulate the student to think more deeply and imaginatively about the manifold problems facing humanity.

### Honors Courses

#### 1HB. Freshmen Seminar. No Cr. II

For history majors, minors, and other selected students.

#### 3H. Centers of Civilization. (3)

At particular periods cities have been the setting for the development of new syntheses of culture, exercising radiating influence upon the civilizations in which they existed. Through a study of the typical activities transpiring in selected cities, this course presents the fundamental nature of crucial historical eras.

**7A-7B. History of the United States. (3-3)**

Survey of the political, economic, and social development of the United States. Special emphasis upon constitutional development, world relationships, current trends.

**8A-8B. History of the Americas. (3-3)**

The development of the Western Hemisphere from discovery to the present. The native cultures of America, and the development of various nationalities into separate units. Comparison of Canadian and Latin American institutions with those of the United States. Recommended for Elementary Teachers.

**25. Cultural and Historical Geography. (2) I**

The basic cultural elements of geography, their correlation with physical elements, and of the geographic factors in the study of history.

**‡32. Fundamental Issues in American History**

**‡33. The Western Tradition. (2-3) II**

The study of culture as expressed in the arts, in history; in literature, in political, economic, and social aspects of Christian life, through the reading of selected materials.

**UPPER DIVISION**

**101. The Writing of History. (2) II**

An examination and practice of the methods of modern research and the particular tools of history: chronology, analysis and interpretation. Attention is given to the craft of working with different sources and the development of style. Required for all history majors in their Junior Year.

**\*111. The Ancient Near East and the Greek Heritage (3)**

A study of the early Eastern Mediterranean cultures and ancient Greece. Emphasis is on the Greek world from Mycenae to Pericles and the Golden Age, with special consideration of the Age of Alexander and the foundations of Hellenistic civilization.

**\*112. The Roman World. (3)**

The story of Roman civilization with special emphasis on ancient kingship, the founding of the Republic, Greek influences, the Roman Revolution and the establishment of the Empire.

**114A/114B. Problems in Church History. (2-2)**

The organization and growth of the Church. Relation to political and social history. Cultural contributions to civilization.

**\*121A-121B. History of Medieval Civilization. (3-3)**

A survey of the main events of European history from the fall of the Roman Empire to about 1450, emphasizing the social, cultural, religious, and economic foundations of western civilization.

**\*\*124. The Near and Middle East in the Nineteenth and Twentieth Centuries. (3) I**

**\*\*141. The Renaissance and Reformation. (2) II**

A study of the transition from Medieval to Modern civilization, with emphasis on cultural achievements, causes of religious disunity, the reformation and the counter-reformation.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**\*\*142. Seventeenth Century Europe. (3) I**

The study of a hundred years of political, religious, and intellectual tensions and conflicts: the various and violent world of Louis XIV, Cromwell, Pascal, Wallenstein, and Rembrandt. Special attention is given to the Thirty Years' War.

**\*\*143. Eighteenth Century Europe: The Enlightenment. (3) II**

A study of the European search for security and the effort to reconcile the Old Regime with the New Science. An examination of the attempts to maintain the Balance of Power and the growth of forces which led to the coming of the Revolution.

**§144. French Revolution and Napoleon. (3) I**

A study of the revolutionary era in Europe from 1789 to 1815.

**\*146. Nineteenth Century Europe. (3) I**

A study of a new age of global integration under the compulsion of western technology presenting the drama of rising pressures and competing policies: liberalism, nationalism, darwinism, socialism, and imperialism.

**\*147. Twentieth Century Europe. (3) II**

A study of the major issues from the internal history of particular countries as well as from the general story of international relations.

**\*148. History of Modern Russia. (3) II**

A general survey of the growth of the Russian Empire; the revolutionary era; the Soviet State.

**\*\*151A-151B. History of England and Great Britain. (3-3)**

Major trends in the development of England and the British Empire; the evolution of the British Commonwealth of Nations.

**\*\*162A-162B. Latin America. (3-3)**

A study of the Spanish and Portuguese backgrounds of Latin American civilization, the establishment of independence, and the political and cultural growth of the independent nations to Latin America.

**§170A-170B. American Civilization. (3-3)**

Main currents in the development of American civilization with special emphasis on our world relationships and current trends.

**\*171A-171B. The United States: The Colonial Period; The New Nation. (3-3)**

Political, social, and economic history of the thirteen colonies and their neighbors with attention to European backgrounds. Revolution, confederation and union under the Constitution.

**\*\*172. Jeffersonianism and Jacksonianism. (3) I**

Political and social history of the United States from 1801 to 1850; political developments; western settlement; territorial expansion; economic developments and the roots of intersectional conflict.

**\*173. Civil War and Reconstruction. (3) II**

Causes underlying the outbreak of the conflict between the North and the South; the formation of the Confederate States; the war years; reconstruction and its effect on American civilization.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**\*\*174. Industrialism, Populism and Progressive Reforms. II**

A study covering the rise of American Industrialism in 1860's, through labor trends, the Populist Revolt, Imperialism, and the Progressive Reforms of Roosevelt, Taft and Wilson.

**\*175. The United States in the Twentieth Century. (3) I**

A study of the twentieth century aspects of American life; national and international problems; the place of the United States in world affairs.

**\*177. The Intellectual History of the United States. I**

A consideration of ideas in American history and the development of the American mind in its social and cultural and political environment.

**\*\*178. Diplomatic History of the United States. (3)**

A survey of the factors entering into the formation and carrying out of American foreign policy, with emphasis on twentieth century developments and post-World War II problems.

**\*\*179. Constitutional History of the United States. (3)**

The evolution of the fundamental characteristics and trends in American Constitutional development, with special emphasis on contemporary problems.

**\*181. The American West. (3) II**

A consideration of the special problems in American history resulting from the impact of civilization on an open frontier. The Turner thesis is examined and the particular characteristics and contributions of the fur-trading mining, cattle and farming frontiers are studied.

**\*\*188. California History. (3) II**

The social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods; the influence of the development of the Pacific Coast on the United States, nationally and internationally.

**§190. Coordinating Seminar. (2-3)**

**\*\*191. History of the Far East. (3) II**

General survey of the historical background and current problems of selected Asiatic countries, with emphasis on their cultural contributions to Western civilization, and on the impact of Western imperialism and civilization.

**192. Studies in Selected Historical Problems.**

This course will reflect special areas of research by various faculty members and visiting lecturers. The particular area of study will be announced in the semester schedules.

**\*\*194/94. Contemporary World Politics.**

An analysis of post-World War II trends with emphasis on international organizations, emergence of underdeveloped areas, competing ideologies, and current issues and developments.

**\*195. International Affairs. (3) I**

Significant events and trends in current history and international affairs. Discussion; guest speakers; reports.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**197-ABC. Readings in Historical Literature. (1-3)**

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and of the present. Limited to majors.

**198. Historiography. (2) I**

An introduction to the most significant historians and historical works from Herodotus to Toynbee. Evaluation of representative historians' 1) philosophy of history 2) methods of gathering information 3) use and criticism of sources 4) credibility 5) artistic presentation.

Required of history majors in their senior year.

**GRADUATE DIVISION****208. Seminar in Selected Historical Problems.**

A graduate course including reading, lecturing, and discussion of selected topics in history.

**251. Seminar in Ancient History. (3)****254AB. Seminar in Medieval History. (3-3)****256AB. Seminar in Modern European History. (3-3)****260. Seminar in English History. (3)****261A.B. Seminar in Latin-American History. (3-3)****270AB. Seminar in United States History. (3-3)****274AB. Seminar in Recent United States History (3-3)****295. Thesis Guidance.****Political Science**

**Preparation for the Major:** P.S. 1, 2, 103, and 1 year of World Civilization are required of all graduating majors. Recommended: Sociology 101, History 7A-7B.

**The Major:** Students will be expected to complete 28 hours of upper division work in political science including courses in other departments for which political science credit will be given.

**The Minor:** A minimum of 5 courses in political science including P.S. I and II.

**The Social Science Major with an Emphasis in Political Sciences:** A minimum of 24 units of upper division courses in the social sciences. Required: Political Science I and II, 1 course in theory and 1 course in politics.

**The Teaching Major:** A minimum of 24 units of upper division or graduate courses in Political Science (single-subject major) or in a combination of political science and the social sciences (an interdepartmental major). Required courses for the single-subject major are the same as for the non-teaching major. Required for the inter-departmental major: Political Science I and II.

**The Teaching Minor:** A minimum of 20 units in political science. Required: Political Science I and II.

**The Social Science Minor with an Emphasis in Political Science:** Five courses in the social sciences with a requisite of two upper division courses in political science.

### LOWER DIVISION

**1/101. American National Government. (3) II**

An introduction to the main aspects of American Government with emphasis upon the functional characteristics of the traditional institutions as well as consideration of certain specific policy alternatives in relation to civil rights, election techniques, foreign aid, etc.

**2/102. Comparative Government. (3)**

An investigation of the concepts and techniques which enable the student to compare divergent political systems, focussing upon both traditional and innovative concepts such as power, ideology, decision-making, elitism, and the structural-functional approach. Particular attention is devoted to concepts useful in the study of non-western political systems.

### UPPER DIVISION

**103. Scopes and Methods in Political Science. (3) I**

An examination of the techniques and tools of analysis as well as the particular inquiries distinguishing political science from the other social sciences. Required of majors only.

**\*\*108. American Constitutional Law. (3) I**

An examination of the major landmarks in the development of American constitutional law with particular emphasis upon the changing relationship between the national government and the states, as well as the increasing assumption of jurisdiction by federal authority. Particular attention will be devoted to the values and ideologies of the justices involved in major decisions.

**110. History of Political Ideas. (3)**

An examination of selected works by major theorists of the past including Plato, Aristotle, Machievelli, Hobbes, Locke, Rousseau, and Mill. Emphasis will be upon an intensive reading of the texts involved.

**\*112. Contemporary Political Theory. (3) I**

A study of the major contributors to political theory from Marx to the present day, including such theorists as Dewey, Russell, Weber, Mosca, Pareto, Nehru, MacIver, Becker, Laski, Cole, et al. The normative approach will be de-emphasized in favor of the descriptive and analytic approach.

**\*\*113. American Political Theory. (3) II**

A critical examination of the contributors to the formation and sustenance of the consensual framework within which American government, politics, and society operate, with special attention to the great constitutional crises of the past 150 years.

**\*114. Revolution and Dictatorship. (3) I**

The study of the major proponents, strategists, and observers of revolutionary principles, techniques, and tendencies. Particular emphasis will be paid to the French and Russian Revolutions.

**\*115. Theories of Freedom. (3) I**

A critical examination of the idea of freedom as expressed by both classical and modern interpreters. Emphasis will be placed upon the cultural prerequisites necessary for the development of the concept as well as sustaining ideologies.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**\*\*116. Democracy and Democratic Theory. (3) II**

A critical examination of the major theorists of democracy in the twentieth century with emphasis upon both the justifications and pre-conditions of democratic government and society. In particular insights derived from psychology and sociology are utilized.

**\*\*117. World Political Theory. (3) I**

The history of man's attempt to explain the relationship of a man to governmental institutions with particular emphasis upon the values to be implemented by society. The time period spans the development of Greek political theory to the middle of the nineteenth century.

**125. Foreign Relations of the United States. II**

A survey of the factors entering into the formation and execution of American foreign policy.

**131 International Relations.**

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations.

**132. Politics of the Emerging Areas. (3) I**

An examination of common elements in patterns of political processes in the newly independent nations of the world.

**133. Government and Politics of the Middle East. (3) I**

An examination of the personalities, principles, and problems involved in the emergence of Middle Eastern nations as factors in world politics. Particular attention is paid to the areas united by adherence to the concept of Arabic unity with consequent de-emphasis of peripheral areas.

**134. International Organization. II**

An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. The primary technique in this approach is an attempt at role-playing by virtue of participation in the Western Model United Nations. Required of M.U.N. delegates.

**139. See History 195.****146. Public Opinion and Propaganda.**

A study of the techniques utilized by professional public relations experts in the manipulation of public opinion as well as the strategies of electoral victory available to the political participant for the maximization of particular goals.

**147. Political Behavior Analysis**

An introduction to quantitative methods in the study of political behavior.

**170. American Party Politics**

The development, organization and character of the American party system.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

## DEPARTMENT OF HOME ECONOMICS

Sister Cecile Therese (Chairman)  
Sister Mary Irene

Irene Hughes

Barbara A. Simpson  
Sister Paulanne

The Home Economics curriculum is based on a synthesis of knowledge drawn from its own research, from the arts, and from the physical, biological and social sciences. The Department of Home Economics believes that learning is important only in so far as it leads to maturity in thought and act and that such learnings must be related to personal and family life whether the student becomes a full-time homemaker, combines homemaking and wage earning, or is employed full-time. Occupational fields most frequently entered are teaching, dietetics, food management, business and industry, extension service, and research.

**The General Major in Home Economics** is designed to give students a strong undergraduate preparation for either home economics in business or teaching. This major is also recommended for the student who desires a home economics background for full-time homemaking. The student who wishes to prepare for teaching at the secondary level must apply for admission to the Teacher Education Program before the junior year. The Standard Teaching Credential for teaching at the secondary level requires one year of post-graduate work. Students who elect this major take a comprehensive examination in their senior year.

**Preparation for the Major:** HE. 11, 30A-B; Art 2; Biol. 24; Chem. 4; Econ 1/101.

**The General Major:** HE. 102, 113, 134, 135, 138, 145, 146, 155, 157, 162; Econ. 144. HE. 185 is required of those in Secondary Education and those preparing for Business.

**The Home Economics Minor** in combination with the Standard Teaching Credential for either Secondary or Elementary Education includes HE. 11, 30A-B, 134, 135, 145, 138 and one of the following: 102, 113, 155, 157, 162. The lower division preparation must include Biol. 24 and Chem. 4.

**The Post-Graduate Year** includes three additional courses in upper division home economics. The student is strongly urged to elect an additional upper division course in the teaching minor.

**The Non-Teaching Minor** consists of five courses, three of which must be upper division, selected with the approval of the chairman of the department.

**The Foods and Nutrition Major** is designed for students who are preparing for positions in administrative or therapeutic dietetics, for community services, or for promotional work in foods. The major, planned to meet the requirements of the American Dietetic Association, is based on the Core Subjects, the Food Service Management Emphasis and the Therapeutic and Administrative Dietetics Concentration outlined by the Association. In her senior year, the student takes the Comprehensive examination required of all majors in the department. After the student receives her degree, an internship of directed experience in an approved training course makes her eligible for membership in the Association.

**Preparation for the Major:** HE. 10, 11; Chem. 1; Biol. 3/103, 24; Psych. 1; BA. 2, 60.

**The Major:** HE. 102, 113, 118, 121, 122, 138, 145, 146; Chem. 112A, 108; Econ. 101, 144, 150; Ed. 170 or 171.



**The Minor and Minor Equivalent:** The student who majors in foods and nutrition may select a minor in business, chemistry or economics. As an alternative the student may select one of the following minor equivalents: chemistry and biology (Chem. 1, 112A, 108; Biol. 3/103, 24; Recommended Biol. 107.); chemistry and business (Chem. 1, 112A, 108; BA. 2, 60); chemistry and economics (Chem. 1, 112A, 108; Econ. 101, 144, 150; Recommended Econ. 113).

### LOWER DIVISION

#### 1/101. Food Management for Homemakers. (2-3) I, II

A study of the basic principles governing food selection, production and service in the modern home; application of these principles to the psychological and physical needs of the family.

Lecture, 1 hour; laboratory, 2 hours.

#### 10. Basic Nutrition. (2) I, II

The principles of nutrition and their application in normal conditions of growth and physical development, of maturity and old age, and in the prevention of disease; nutritive and economic values of foods in relation to menu designs in normal and certain modified diets.

#### 11. Introduction to Foods and Nutrition. (4) II

Prerequisite: Chem 4.

A study of the relation of food to proper nutrition and meal planning; factors that influence its selection, care, use and service; agencies insuring consumer protection. Laboratory application stresses techniques related to nutritive value, cost and management.

Lecture, 3 hours; laboratory, 3 hours.

#### ‡20. Apparel Selection and Construction. (3) II

A study which integrates the aesthetic qualities in design with apparel selection and construction, and the art of personal grooming. Principles of good buy-manship, identification of values and the recognition of their expression in terms of personal and family values are approached with emphasis upon management and decision-making.

#### 30A. Modern Fashions and Construction. (2) I

A course designed to study the fundamentals of clothing construction including the aspects of pattern and fabric selection as well as pattern fitting and alteration techniques, and fundamental wardrobe planning. Students work with cotton, linen and/or rayon fabrics. Open to non-majors.

#### 30B. Modern Fashions and Construction. (2) II

Prerequisite: 30A or consent of instructor.

An advanced study of clothing construction techniques using wool, silk and/or synthetic fabrics. The student develops skill in clothing selection in terms of individual evaluations, as well as an awareness of "fashion" by means of studying fashion terminology, the designers, and the world of fashion and how it works.

#### ‡34. Child Study. (3) I, II

A study of the dynamics of children's behavior; the trends, continuity, and interrelations of growth and behavior from infancy to adolescence. Emphasis is placed upon helping the student view the developmental tasks of childhood as the child's effort to cope with life situations.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**38/138. Family Relations. (2-3) I, II**

A study of the function of the homemaker in the modern Catholic family; emphasis is placed upon understanding the interaction of family members and their contribution to happy family living.

**‡HE. 57. Art in the Home. (3) II**

An introduction to basic principles of house planning and furnishing with appropriate analysis of needs and preferences regarding family personality, desired way of living, aesthetic appreciations, and resources.

**UPPER DIVISION**

**102. Principles of Food Technology. (3) I**

Prerequisite: HE. 11 or equivalent; Chem. 4 or equivalent.

The application of scientific methods in the study of food structure and composition and of physical and chemical changes which occur in modern methods of food processing.

Lecture, 2 hours; laboratory, 3 hours.

**113. Advanced Nutrition. (3) II**

Prerequisite: HE. 10 or 11; Chem. 4 or equivalent.

The chemistry of digestion and the metabolism of carbohydrates, fats and proteins; a study of the vital interrelationships which exist between all nutrients; analysis of selected national dietaries.

**\*\*118. Diet and Disease. (3) I**

Prerequisite: HE. 113.

The study of the therapeutic role of food in the treatment of various diseases in man.

**\*\*121. Quantity Food Management. (3) II**

Prerequisite: HE. 102.

A study of the problems involved in modern methods of quantity food purchasing, storage, production and service; the facilities of the dietary department at Daniel Freeman Hospital are utilized for the laboratory sessions which include controlled preparation procedures and merchandising techniques. Students work under the supervision of staff dietitians and experienced dietary personnel.

**\*\*122. Institution Management. (5) I**

A study of organization and administration as applied to hospital, school, industrial and commercial food services; the principles of supervision and training, cost control and sanitation; factors that influence the selection, use, maintenance and arrangement of institutional equipment.

**134. Child Development. (3) I**

A study of the principles of human growth and development with particular emphasis placed on the period from birth through middle childhood. Open to non-majors.

**135. Laboratory for Child Study. (1) I**

Prerequisite or concurrent: HE. 134 or Ed. 111.

Further study of the principles of human growth and development applied to the pre-school child. Supervised observation and participation at the McKinley Day Care Center two hours weekly.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**Personal Finance. (3) II**

cf. Economics 144.

**145. Home Management. (3) II**

A study of the current trends in the management of resources available to the family; emphasis is placed upon understanding the family and its problems as a consuming unit; the management process and decision-making are studied as dynamic factors in family living. Open to non-majors.

**146. Home Management Laboratory. (2) I, II**

Prerequisite: HE. 11, 102 or 113, 145.

Supervised residence in the home management apartment for 6-8 week period; experience is provided for managing the activities and assuming the responsibilities involved in group living.

**155. House Planning. (3) I**

Prerequisite: Art 2 or consent of the instructor.

A study of the house and its environment in terms of the housing needs of modern families. Construction methods and materials and home styles are involved as well as a study and analysis of floor plans with reference to livability, basic housing needs and income levels.

**157. Home Furnishings. (3) II**

Prerequisite: Art 2 and HE. 155 or consent of the instructor.

Planning and executing the home interior based on the principles of artistic and functional design; selection and arrangement of furniture and equipment to suit specific family needs and income levels; study of the fabrics, materials and styles of the furnishings available.

**162. Textiles. (4) I**

A study of the field of textiles including the identification, properties and characteristics of both natural and man-made fibers, fabric construction and finishing methods, and fabric labeling and care.

**\*Advertising. (3) I**

cf. Economics 163.

A study of the field of advertising, with specific attention given to media, production and research.

**\*\*169. Historic Costume. (2) II**

A survey of the history of costume from ancient periods to the present day.

**\*175. Tailoring. (3) II**

Prerequisite: HE. 30A-B or consent of the instructor.

A study in the selection, design, and construction of tailored garments.

Laboratory, 6 hours.

**185. Demonstration Techniques. (2) II**

A study of the principles, techniques and skills involved in presenting classroom and commercial demonstrations. Practical experience before classes.

Lecture-demonstration-laboratory, 4 hours.

**§191. Seminar in Home Economics Education. (3)**

A review of recent and current trends in the teaching of home economics.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**§192A-B. Selected Problems. (2-4)**

An investigation of certain phases of home economics with reference to current thought in home economics education.

**§193. The Development of Home Economics Education. (3)**

An historical resume of the development and organization of home economics education in the United States.

**§199A-B. Special Studies in Home Economics. (2-4)**

An opportunity designed for the advanced student to engage in intensive independent study. Open to selected home economics majors in the senior year with the consent of the department and the instructor concerned.

## DEPARTMENT OF MATHEMATICS

Sister Rose Gertrude (Chairman)  
Sister Margaret Leo

Rev. James O'Reilly

The Mathematics Department aims to give the liberal arts student an understanding of the nature of mathematics, an acquaintance with some of its basic concepts, and an appreciation of its creative role in the evolution of civilization. For the mathematics major, the department strives to give a solid foundation in undergraduate mathematics which will serve as preparation for graduate study, for teaching, or for a career in science or industry.

**Prerequisite for the Major:** high school trigonometry and a minimum of 1½ years high school algebra.

**Preparation for the Major:** Mathematics 1, 3A, 3B, 4A, 4B, Physics 2A, 2B, 3A, 3B, with an average grade of C or higher. Beginning students are required to enroll in Math. 1 concurrently with Math. 3A; at the end of two weeks' instruction, a qualifying examination covering two years of high school algebra is given, and those students who do sufficiently well on this examination are allowed to discontinue Math. 1.

**The Major:** 24 units of upper division courses, with an average grade of C or higher, including at least one course from each of the following groups: 1) Math. 100 or 101; 2) Math. 108 or 111; 3) Math. 119, 122, 124, or 126.

**Recommended Major in Preparation for:**

Graduate Study—Math 100 or 101, 108, 111, 119, 122, 126, electives;

Teaching—Math 100, 101, 108, 111, 113A, 113B, 122, electives;

Professional Positions in Industry—Math. 100 or 101, 108, 111, 113A, 113B, 119, 122, 128, 140.

**The Minor:** Mathematics 1, 3A, 3B, 4A and a minimum of three upper division courses chosen with the approval of the departmental chairman.

Courses 119, 122, 124, 126 may be taken for graduate credit; other upper division courses may be taken for graduate credit with the approval of the chairman of the Department of Mathematics.

## LOWER DIVISION

**C. Trigonometry. (2) I**

Prerequisite: 1½ years high school algebra.

(This course will be discontinued after the fall semester, 1964.)

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**1. College Algebra. (2) I**

Prerequisite:  $1\frac{1}{2}$  years high school algebra and high school trigonometry.  
(Enrollment is restricted to students concurrently enrolled in Math. 3A.)

**3A. Analytic Geometry and Calculus I. (3) I**

Prerequisite: high school trigonometry,  $1\frac{1}{2}$  years high school algebra, and concurrent enrollment in Math. 1 or the passing of a qualifying examination.  
Analytic geometry, functions, limits, differentiation of algebraic functions, applications.

**3B. Analytic Geometry and Calculus II. (3) II**

Prerequisite: Math. 3A.

Continuation of 3A. Further topics in analytic geometry, antiderivatives, the definite integral, differentiation and integration of transcendental functions, applications.

**4A. Analytic Geometry and Calculus III. (3) I**

Prerequisite: Math. 3B.

Continuation of 3B. Techniques of integration, applications, limits and infinite series.

**4B. Analytic Geometry and Calculus IV. (3) II**

Prerequisite: Math. 4A.

(Non-mathematics majors will be allowed upper division credit for Math. 4B.)  
Continuation of 4A. Solid analytic geometry, partial differentiation, multiple integration, elementary differential equations.

**37. Mathematics for Social and Life Sciences. (3) I**

Elementary logic and set theory, algebra of real numbers, graphs, systems of equations and inequalities, matrices; applications in biological, social, and economic contexts.

**38. Elements of Probability and Statistics. (3) II**

Elementary probability theory, properties of distributions of random variables, normal and binomial distributions, sampling, estimation, hypothesis testing, correlation.

**50A-50B. Modern Mathematics. (3-3) Yr.**

Elementary set theory, numeration systems, properties of the real number system and its subsystems, basic concepts of algebra, graphs, and intuitive geometry. This course is designed to give prospective elementary teachers an understanding of the principles which underlie arithmetic, elementary algebra, and geometry.

**UPPER DIVISION**

**\*\*100. Elementary Geometry from an Advanced Viewpoint. (3) I**

Prerequisite: Math. 4A.

An examination of primitive terms, axioms, and concepts of elementary geometry from a modern viewpoint; Euclidean, Lobachevskian, and Riemannian geometries. The principal emphasis is on Euclidean geometry.

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**\*\*101. Modern Geometry. (3) II**

Prerequisite: Math. 4A.

Selected topics from modern geometry of the triangle and circle, axioms for synthetic projective geometry, harmonic tetrads, cross-ratio, Desargues' and Pappus' theorems, point and line conics.

**\*\*108. Linear Algebra. (3) I**

Prerequisite: Math. 4A.

Vector spaces, linear transformations and matrices, matrix algebra, determinants, solutions of systems of equations.

**\*111. Modern Algebra. (3) II**

Prerequisite: Math. 4A.

Number systems, congruences, groups, rings, integral domains, fields.

**\*113A-113B. Probability and Statistics. (3-3) Yr.**

Prerequisite: Math. 4B.

Laws of probability, discrete and continuous random variables, expectation, distribution, limit theorems; statistical distributions, sampling theory, estimation, hypothesis testing.

**\*\*115. Number Theory. (2) II**

Prerequisite: Math. 4A.

Number systems, divisibility, congruences.

**119. Differential Equations. (3) I**

Prerequisite: Math. 4B.

Solution of ordinary differential equations, applications to geometry and physics.

**\*122. Introductory Real Analysis. (3) I**

Prerequisite: Math. 4B.

Fundamentals of calculus from an advanced viewpoint; study of limits, sequences, and continuity by the classical methods of analysis and by topological methods.

**\*\*124. Vector Analysis. (3) II**

Prerequisite: Math. 4B.

Vector algebra, vector functions, vector calculus, linear vector functions and field theory.

**\*126. Complex Analysis. (3) II**

Prerequisite: Math. 4B.

Complex numbers, functions, differentiability, power series; conformal transformations, some special transformations; contour integration, poles and zeros, calculus of residues.

**\*\*128. Numerical Analysis. (3) II**

Prerequisite: Math. 4B.

Approximate calculations, interpolation, numerical differentiation and integration, solution of numerical algebraic and transcendental equations, empirical formulas.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.





THE COLONNADE  
BY NIGHT, FROM  
THE TERRACE



TOWARD THE CIRCLE  
ST. JOSEPH'S HALL  
AND THE LITTLE THEATRE



VIEWED ON THE MOUNT

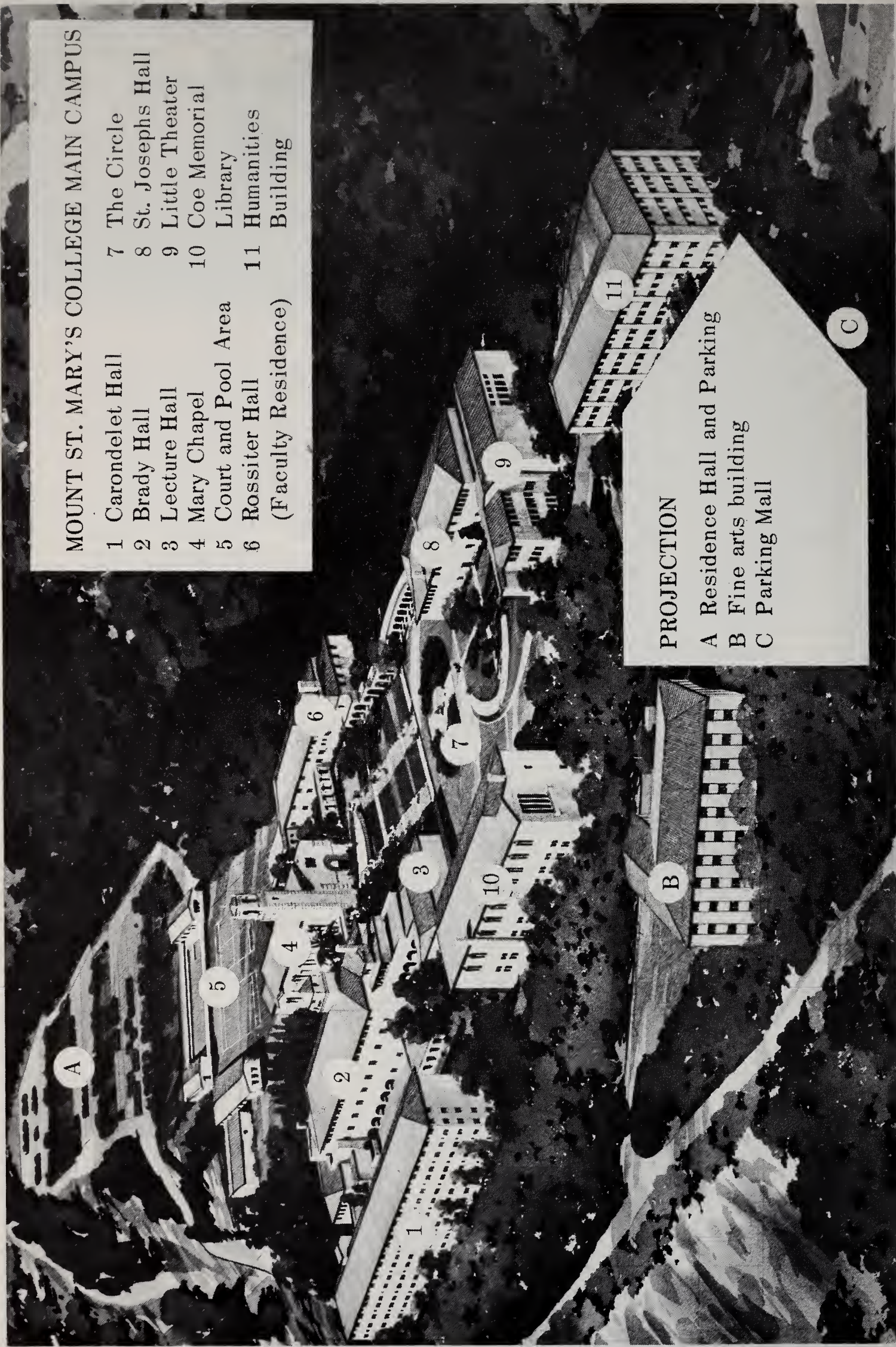


# MOUNT ST. MARY'S COLLEGE MAIN CAMPUS

- |                                     |                         |
|-------------------------------------|-------------------------|
| 1 Carondelet Hall                   | 7 The Circle            |
| 2 Brady Hall                        | 8 St. Josephs Hall      |
| 3 Lecture Hall                      | 9 Little Theater        |
| 4 Mary Chapel                       | 10 Coe Memorial Library |
| 5 Court and Pool Area               | 11 Humanities Building  |
| 6 Rossiter Hall (Faculty Residence) |                         |

## PROJECTION

- A Residence Hall and Parking
- B Fine arts building
- C Parking Mall







FACULTY DISCUSSION



DEAN AND REGISTRAR CONFER





CARONDELET HALL



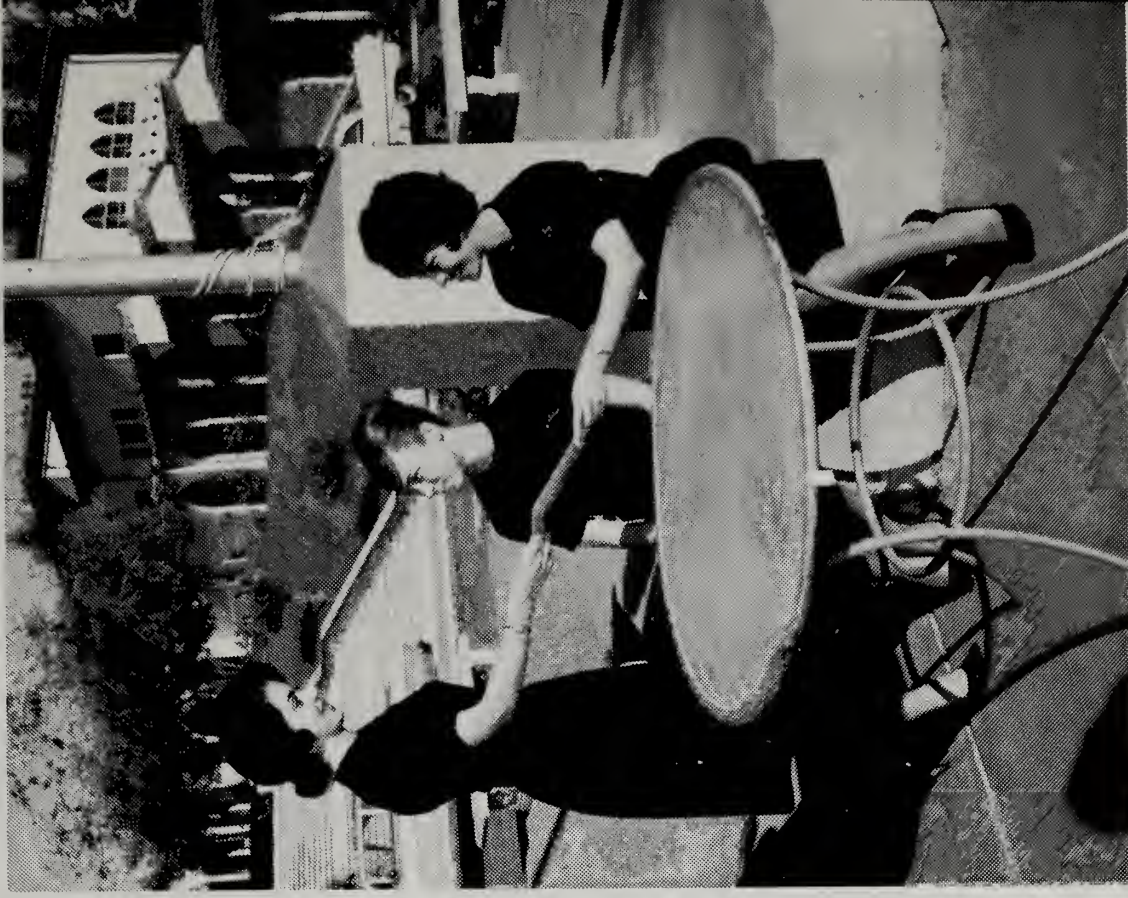
FOR RESIDENTS



IN  
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PI THETA MU SERVICE ORGANIZATION



GENERAL HONORS SEMINAR



PRELUDE TO GRADUATION

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## MUSICAL INTERPRETATION



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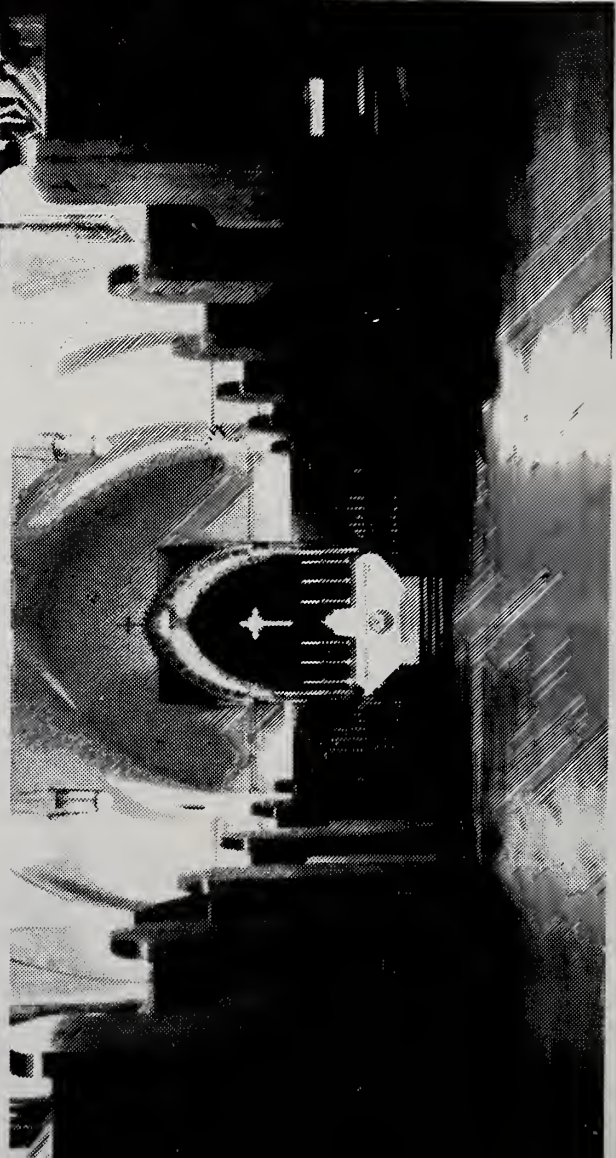
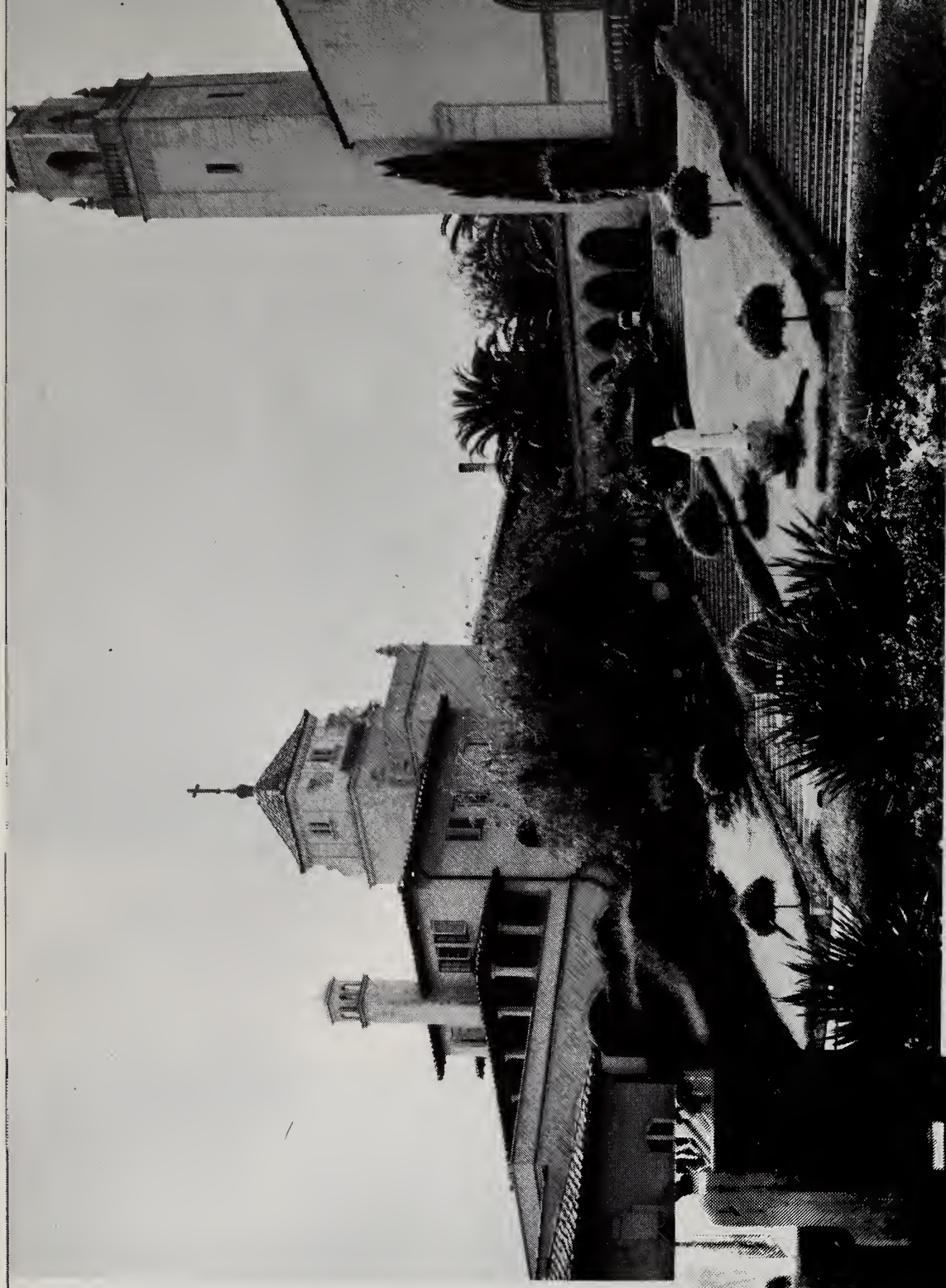


MOUNT CAMPUSES



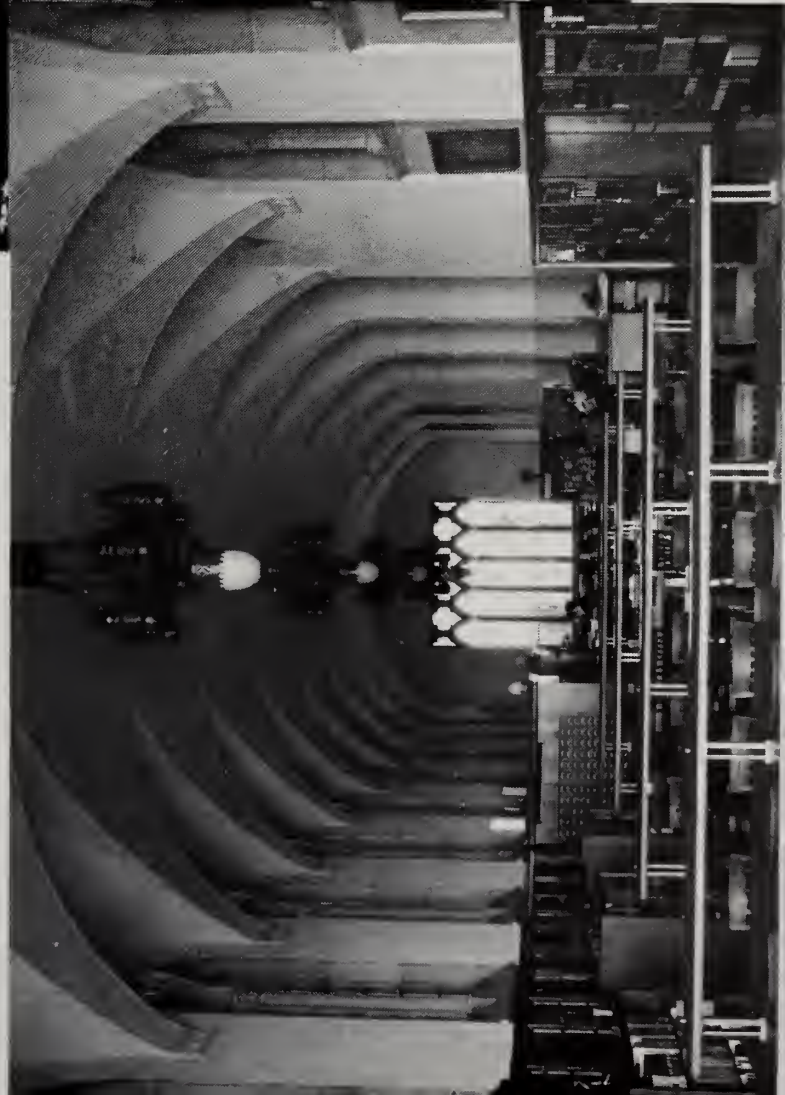


MARY CHAPEL AND TERRACE  
BRADY HALL





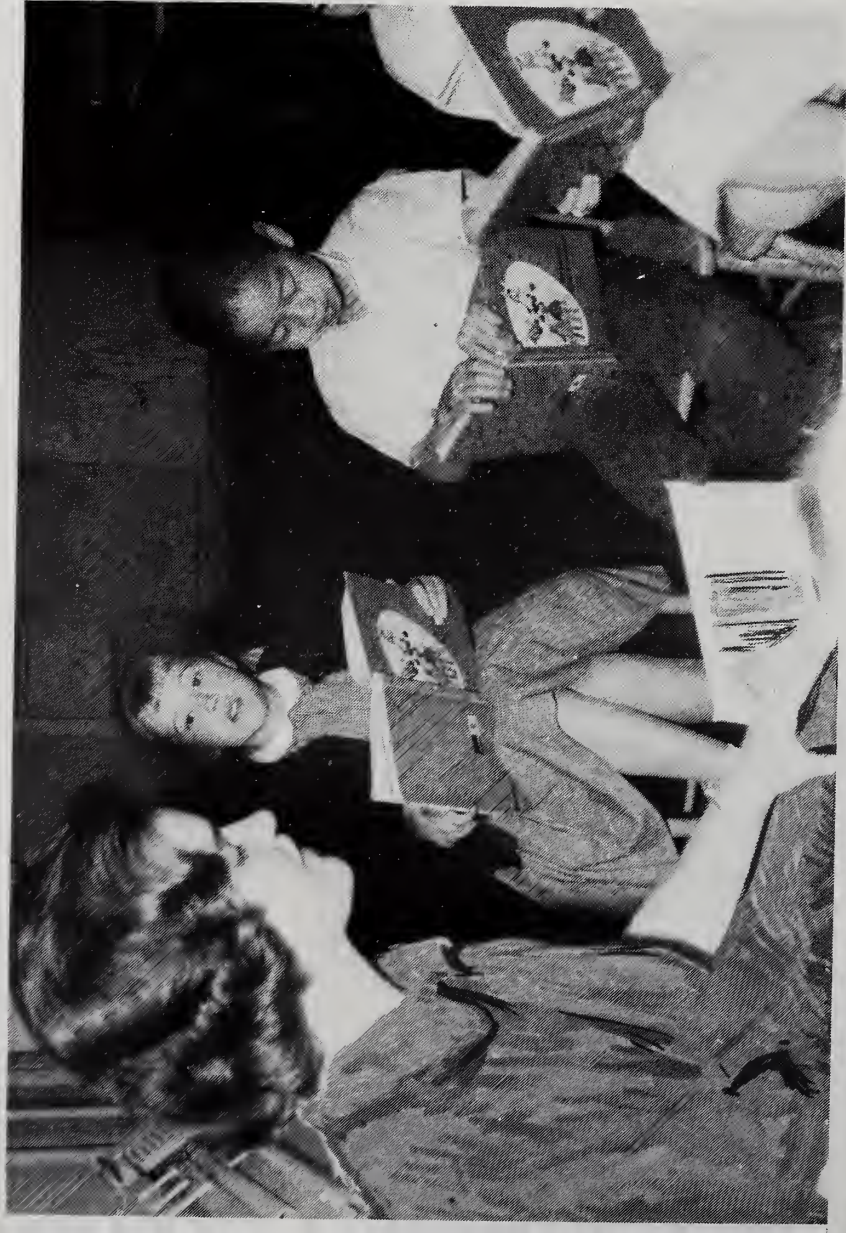
READING ROOMS



CHARLES WILLARD COE MEMORIAL LIBRARY



STUDENT TEACHING



GROUP DISCUSSION IN THE HUMANITIES



IN NURSING



AND  
IN



SCIENCE . . .  
RESEARCH



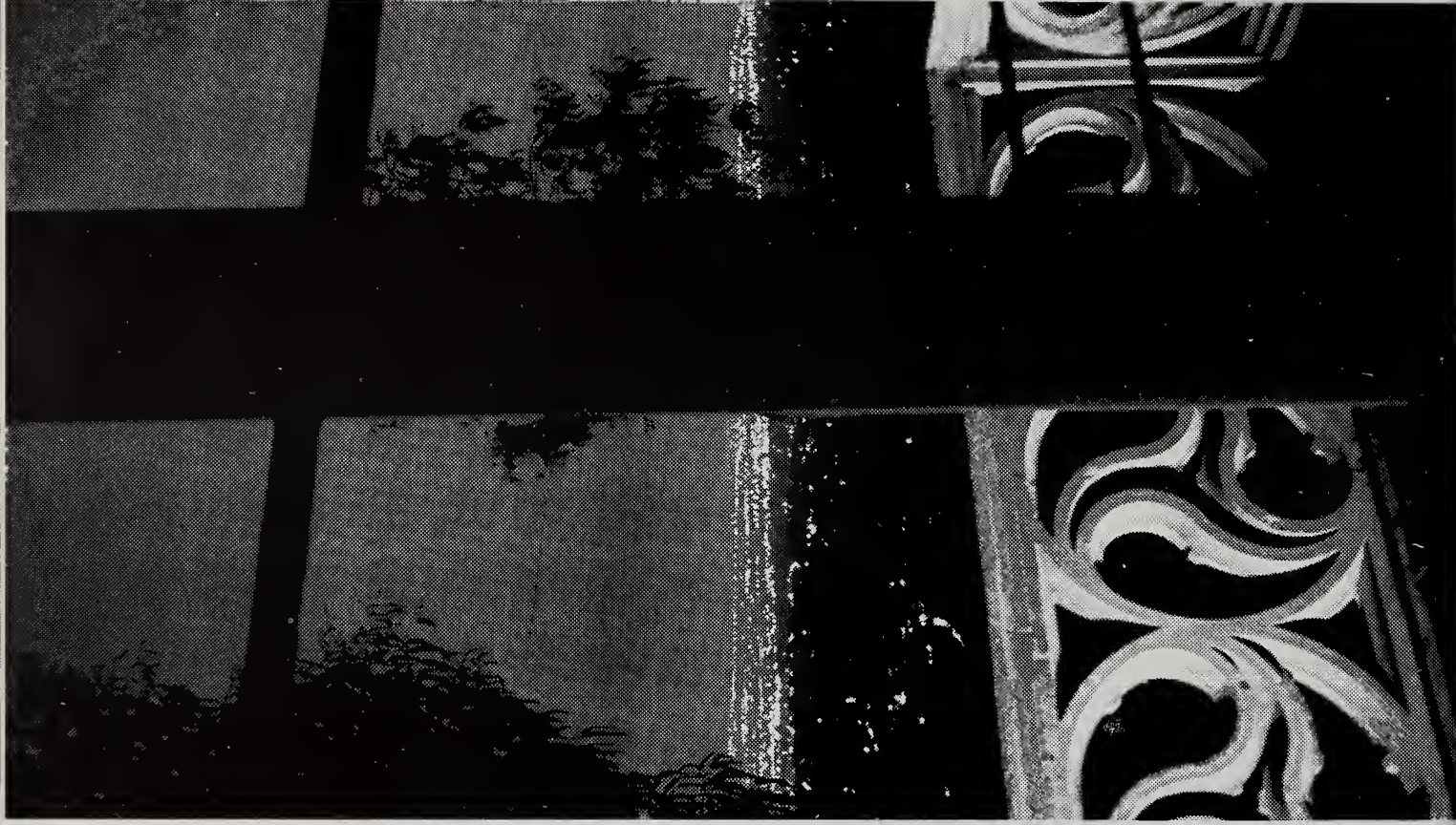


PERSPECTIVES:



OUR LADY OF THE MOUNT

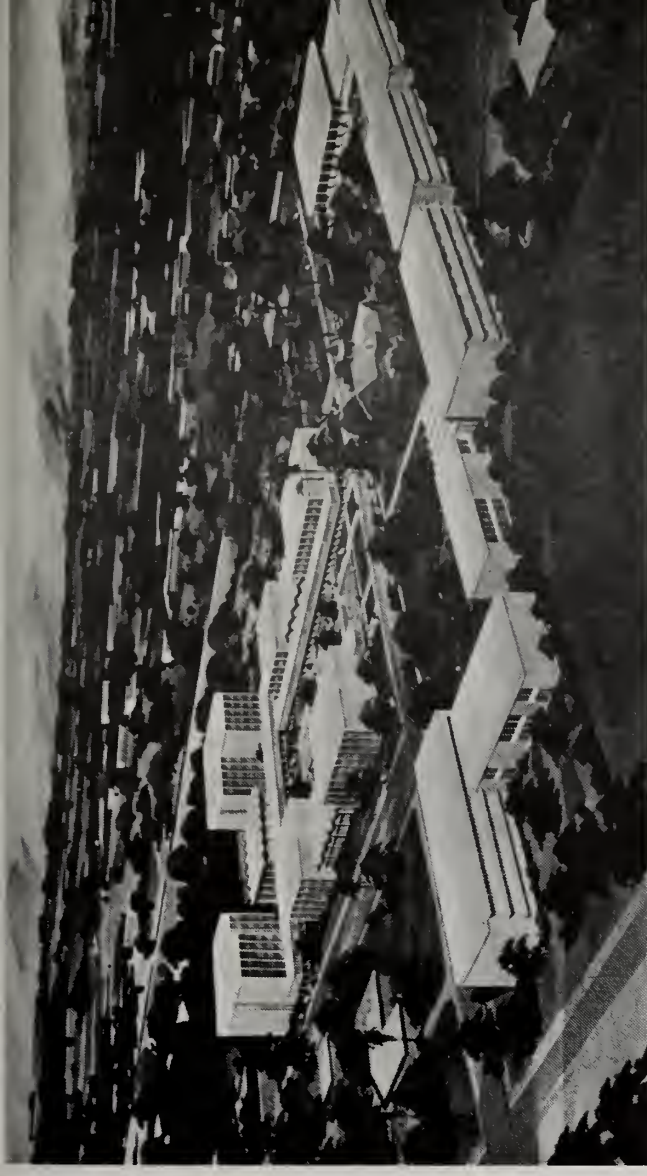
CITY  
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MOUNT TOWER



THE GRADUATE SCHOOL - FONTBONNE HALL



DOHENY CAMPUS PROJECTION



STUDENTS  
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ON THE DOHENY CAMPUS



CAMPUS WALKS

MEDAILLE HALL - LIBRARY





ST. JOSEPH'S  
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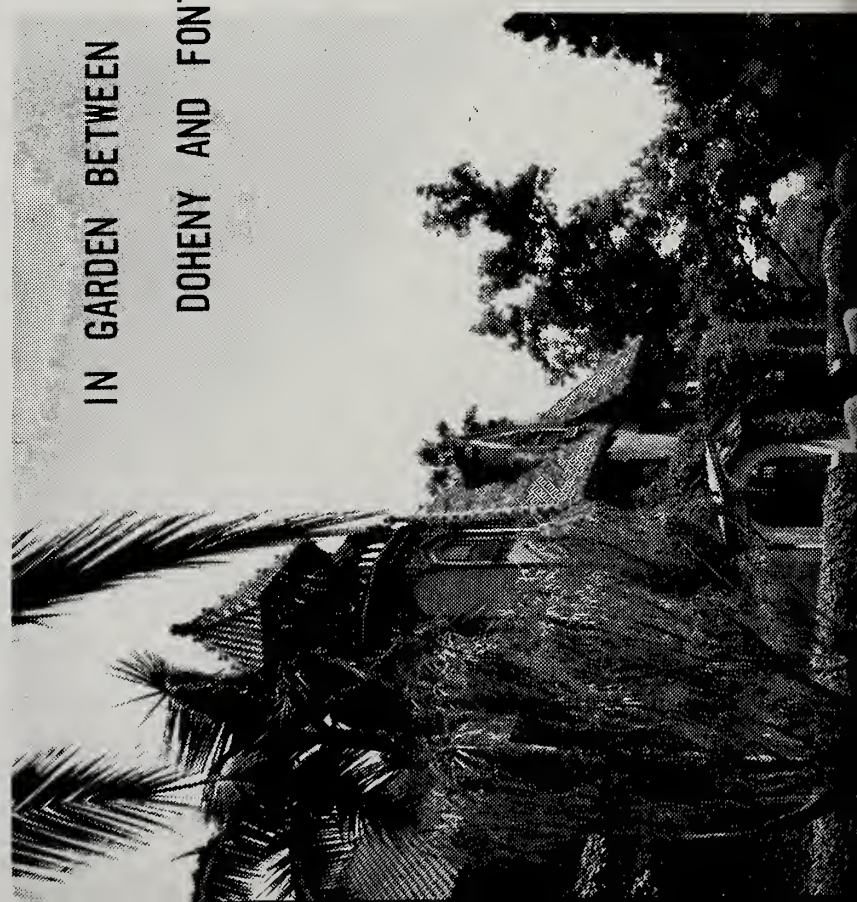


HUMANITIES  
BUILDING  
ARCADE  
OUTSIDE  
CAMPUS  
CENTER





IN GARDEN BETWEEN  
DOHENY AND FONTBONNE  
HALLS





**\*\*140. Operations Research Techniques. (2) II**

Prerequisite: Math. 4A.

Computers and computer programming; linear and non-linear programming; simulation techniques.

**199. Special Problems. (1-3) I, II**

Prerequisite: Senior standing in mathematics.

**200. Metric Geometry. (3)**

A discussion employing absolute coordinates of the metric properties of conics and other loci.

**DEPARTMENT OF MODERN LANGUAGES**

Kitty Andreani (Chairman)

Sister Aline Marie

Sister Eloise Therese

Sister Mary Hildegard

Curtis Millner

Renée Sone

Pierre N. Fortis

The aim of the Modern Language Department is to initiate and to develop the students' knowledge of a foreign language in order that they may use it as a major subject in a teaching field, as a research language in graduate work or as an effective tool in a wide range of professional endeavors.

By the study of literary masterpieces, the students are encouraged to develop creative thought, and, by the acquaintance with a civilization different from their own, they are led to broaden their aesthetic perceptions and to acquire a sympathetic understanding of international cultures.

**Preparation for Majors:** A minimum of 2 years of high school Latin is recommended before taking up the study of a modern language. Only students who have acquired a certain oral and written facility will be admitted to upper division courses. Students transferring from other institutions may be tested by examination.

**The Major:** Thirty-six units of which 24 must be in the upper division; the senior comprehensive examination, and an oral lecture given in the foreign language.

**The Minor:** When the minor is taken in a foreign language, its requirements are determined by the department. The minor consists of: four lower division courses or equivalent, and four semesters of upper division work.

**The Graduate Minor:** The department approves the undergraduate preparation of the student for graduate work in the minor; it also approves which courses on the 100 level may be taken for graduate credit. French 107 and Spanish 107 may not carry graduate credit.

The department recommends as a supplementary choice among the free electives: (1) The history of the country or countries most intimately connected with the major; (2) additional study in English, French, German, Italian, or Spanish literature and language; (3) the history of philosophy; (4) additional study in the fine arts.

**Foreign Study:** With the approval of the major advisor, French majors and minors may spend their junior year at Laval University in Quebec, Canada, and Spanish majors and minors at La Universidad Iberoamericana in Mexico City. Any student with the approval of the major advisor may spend her junior year at University of Vienna, Austria, or any other approved foreign university.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

## French

**Preparation for Major:** French 1, 2, 3, 4, or equivalent; 8A-8B, 25A-25B, or 42A-42B.

**The Major:** 24 units of upper division courses including 101A-101B, 109A-109B.

**The Minor:** Four semesters of upper division work selected from 101A-101B, 109A-109B, 114A-114B, 120A-120B.

### LOWER DIVISION

**1. Beginning French. (3) I**

Elementary grammar, reading, conversation and laboratory drill.

**2. Elementary French. (3) I, II**

Prerequisite: Course 1, or 2 years of high school French.

Basic grammar, conversation and laboratory drill.

**3. Intermediate French. (3) I, II**

Prerequisite: Course 2, or 3 years of high school French.

Grammar, original compositions, and extensive readings.

**4. Intermediate French. (3) II**

Prerequisite: Course 3, or 4 years of high school French.

Grammar and conversation.

**8A-8B. French Conversation. (2-2) Yr.**

Open to students who have completed course 3 or its equivalent.

**25A-25B. Advanced French. (3-3) Yr.**

Prerequisite: Course 4 or its equivalent.

Emphasis is placed on the student's acquiring facility in oral and written French.

**\*42A-42B or 142A-142B. History of French Culture and Civilization. (2-2) Yr.**

**\*\*43A-43B or 143A-143B. Contemporary French Culture and Civilization. (2-2)**

### UPPER DIVISION

**\*\*101A-101B. French Composition, Oral and Written. (3-3) Yr.**

Original compositions and stylistic analyses of selected readings. Further training in pronunciation and practice in oral French.

**§107. Folk Songs and Dances of France. (2) I**

Designed primarily for elementary and secondary teachers.

**108A-108B. Advanced French Conversation. (2-2) Yr.**

**109A-109B. Survey French Literature. (3-3) Yr.**

Critical evaluation of literary masterpieces through the centuries.

**110. French Poetry Through the Centuries. (2)**

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**112A-112B. The Nineteenth Century. (2-2) Yr.**

The critical evaluation of Romanticism, Realism and Naturalism.

**\*\*114A-114B. Contemporary French Literature. (2-2) Yr.**

The French novel, poetry, drama, and essay since 1885. Symbolism, surrealism, existentialism.

**118. The Sixteenth Century. (2) I**

Renaissance and Humanist writers.

**\*\*120A-120B. Seventeenth Century French Literature. (2-2) Yr.**

The classical ideal as reflected in the literary masterpieces.

**\*\*121. The Eighteenth Century. (2) II**

A survey of the "age of enlightenment" with specific concentration on the works of Voltaire and Rousseau.

**§139. French. (2)**

Methods of Teaching French on Elementary Level.

**190. Honors Course. (2) I**

Independent research leading to a written and oral presentation of an original paper.

**199A-199B. Special Studies in French. (2-2) Yr.**

Prerequisite: Senior standing and at least 12 units in upper division French.

**206A-206B. Old French Readings. (2-2)**

A critical analysis of *La Chanson de Roland*, *Aucassin et Nicolette*, the works of Marie de France and Cretien de Troyes with special emphasis on their sources.

**218A-218B. French Classicism. (2-2)**

An intensive study of the important classical writers between 1660 and 1680, in order to determine the classical ideal.

**228A-228B. Contemporary Poetry. (2-2)**

French poetry from Baudelaire to the present.

**256A-256B. Sixteenth Century Renaissance. (2-2)**

The evolution of thought as exemplified by such writers as Montaigne, Rabelais, Calvin, Marot and the Pleiade.

**290. Special Study and Research. (2-6)****German**

**The Minor:** Four semesters of upper division work.

**LOWER DIVISION****1. Beginning German. (3) I**

Essentials of grammar and special readings.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

2. **Elementary German. (3) II**  
Prerequisite: Course 1, or two years of high school German.  
Grammar, composition and readings.
3. **Intermediate German. (3) I**  
Prerequisite: Course 2, or three years of high school German.  
Grammar and extensive readings, designed to prepare students to use the language for research in their specialized fields.
- 8-108. **German Conversation. (2) II**  
Prerequisite: Course 3.

#### UPPER DIVISION

- \*\*106A-106B. Advanced Grammar & Composition. (3-3) Yr.**  
**\*118A-118B. Survey of German Literature. (3-3) Yr.**

#### Italian

**The Minor:** Four semesters of upper division work.

1. **Beginning Italian. (3) I**  
Grammar, reading and conversation with an emphasis on the cultural approach.
2. **Elementary Italian. (3) II**  
Prerequisite: Course 1.  
Grammar, easy readings and conversation.
3. **Intermediate Italian. (3) I**  
Prerequisite: Course 2, or two years of high school Italian.  
Grammar, original compositions, and extensive readings.
4. **Intermediate Italian. (3) II**  
Prerequisite: Course 3, or three years of high school Italian.  
Advanced grammar and conversation.

#### UPPER DIVISION

- \*\*101A-101B. Composition Oral and Written. (3-3) Yr.**  
Introduction to stylistic elements of Italian with extensive practice in oral and written Italian.
- \*103A-103B. Survey of Italian Literature. (3-3) Yr.**  
A critical analysis and evaluation of literary masterpieces from the Middle Ages to the present.

#### Spanish

**Preparation for Major:** Spanish 1, 2, 3, 4, or equivalent 8A-8B, 25A-25B or 42A-42B.

**The Major:** 24 units of upper division courses including 101A-101B, 102A-102B.

**The Minor:** Four semesters of upper division courses selected from 101A-101B, 102A-102B, 110A-110B or 115A-115B.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



### LOWER DIVISION

1. **Beginning Spanish. (3) I**  
Elementary grammar, reading and conversation.
2. **Elementary Spanish. (3) I, II**  
Prerequisite: Course 1, or two years of high school Spanish.
3. **Intermediate Spanish. (3) I, II**  
Prerequisite: Course 2, or three years of high school Spanish.
4. **Intermediate Spanish. (3) II**  
Prerequisite: Course 3 or four years of high school Spanish.
- 8A-8B. **Spanish Conversation (2-2) Yr.**  
Open to students who have completed Course 3 or its equivalent with a grade of A or B.
- 25A-25B. **Advanced Spanish. (3-3) Yr.**  
Emphasis is placed on the student's acquiring a facility in oral and written Spanish. For lower division students who have had Course 4 or the equivalent.
- \*42A-42B or 142A-142B. **History of Spanish Culture and Civilization. (2-2) Yr.**
- \*\*43A-43B or 143A-143B. **History of Latin American Culture and Civilization. (2-2) Yr.**

### UPPER DIVISION

- \*\*101A-101B. **Oral and Written Composition. (3-3) Yr.**  
Original compositions and analyses of selected readings.
- \*102A-102B. **Survey of Spanish Literature. (3-3) Yr.**  
A critical evaluation of Spanish literature from 800-1800.
- \*\*103A-103B. **Nineteenth Century Literature. (2-2) Yr.**  
A survey of the drama and prose of this period.
- \*\*104A-104B. **Survey of Spanish American Literature. (3-3) Yr.**
- §107. **History of Spain in Song and Dance. (2)**
- 110A-110B. **Contemporary Spanish Literature. (2-2) Yr.**
- 115A-115B. **Readings in Classical Literature. (2-2) Yr.**  
Special emphasis is placed on the Quixote, the religious writers, and the dramatists.
139. **Spanish. (2)**  
Methods of teaching Spanish on elementary level.
190. **Honors Course. (2) I**  
Independent research leading to a written and oral presentation of an original paper.
- 199A-199B. **Special Studies in Spanish. (3-3) Yr.**  
Prerequisite: Senior standing and at least 12 units in upper division Spanish.

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**201A-201B. Studies in Spanish Poetry. (2-2)**

A study of the origins and the development of poetry from the medieval period to the present day.

**209A-209B. Drama and Prose of the Golden Age. (2-2)**

A thorough study of the dramatics and prose writers who best reflect the Spanish attitude toward the Renaissance and the Siglo de Oro.

**210A-210B. Contemporary Drama and Prose. (2-2)**

An evaluation of modern trends from the Generation of '98 through the post-Civil War period.

**290A-290B. Special Study and Research. (2-6)**

**Comparative Languages**

**18. Comparative Language. (2) II**

Diction and basic pronunciation of French, German, Italian, and Spanish. Open only to music majors and minors.

**DEPARTMENT OF MUSIC**

Thomas Pierson (Chairman)

Manuel Compinsky

Matt Doran

Paul Salamunovich

Sister Maria Teresita

Sister Maura Jean

Sister Dolores Cecile

**APPLIED MUSIC FACULTY**

Piano—Jacob Gimpel, Sister Dolores Cecile, Charles Fierro, Marguerite Schwinger, Delores Stevens, Aube Tzerko

Organ—John Lee, Sister Maura Jean, William Stevens

Voice—Irmalee Campbell, William Eddy, Helena Sundgren

Harp—Maryjane Barton, Aida Dagort

Violin—Israel Baker, Manuel Compinsky, William Hymanson, Sybil Maxwell

Viola—Manuel Compinsky, Albert Falkove

Cello—Joseph DiTullio, George Neikrug

Bass—Murray Shapinsky

Flute—Burnett Atkinson, Matt Doran, George Drexler

Oboe—William Criss, Donald Muggeridge, Gordon Pope

Clarinet—Kalman Bloch, Ben Kanter, Mitchell Lurie, Peter Zukovsky

Bassoon—Don Christlieb, Simon Kovar, Ralph Lee, Jack Marsh, Ray Nowlin

French Horn—Wendell Hoss, Sinclair Lott

Trumpet—John Clyman

Trombone—Louis Castalucci

Percussion—Edward Forrest, Charles deLancy

Upon approval by the Music Department students may study privately with other teachers.

The curricula offered satisfy the major and minor requirements for the Standard Teaching Credential—Elementary, and the Standard Teaching Credential—Secondary. Programs leading to the Bachelor of Music, Bachelor of Arts (with Music Major), Associate of Arts, Master of Music, the Master of Arts (with Music Major), and a minor in music are offered by the Department.

The Music Department is co-educational.



### Music Department Objectives

The objectives of the Department of Music are twofold:

First, to prepare students to assume positions of leadership both as professional and non-professional musicians, at the same time developing an awareness of the contribution of music to the cultural life of the community and of their responsibility in fostering an increase of interest and participation in music. Thus, students learn to use music (1) in their careers as teachers, performers, and composers, and (2) in their daily lives as an enriching experience.

Second, to make available to the general college student and the community at large opportunities for expanding their musical and cultural horizons. Courses in basic theory, class voice and instruments, chant, and fine arts as well as the performing groups are open to all college students and interested persons from the surrounding area.

To achieve these goals the Department offers training in the following fields: church music, composition, history-literature, pedagogy, performance, music education and theory.

### Procedure for Admission as a Music Major or Minor

- (1) Audition in field of performance.
- (2) Audition in piano.
- (3) Theory placement test.
- (4) Interview with Chairman or other faculty member.

### General Requirements for Music Majors

- (1) Attendance at department-sponsored recitals, concerts and lectures.
- (2) One period of practice daily for each unit of applied music credit.
- (3) Private or class piano study each semester until the required level of proficiency is reached.
- (4) Participation in a major ensemble as specified in the requirements. Major ensembles are: The Mount Symphony Orchestra, the Mount Singers and the Mount Chorus. Other ensembles available are Chamber Music and the Opera Workshop.
- (5) Evidence of academic and musical maturity are required before the student will be admitted to junior standing.
- (6) Participation as a performer in student recitals is expected of every music major.

### Applied Music

Private instruction at the elementary, lower division, upper division and graduate levels is offered in:

Piano	Bass	French Horn
Organ	Harp	Trumpet
Voice	Flute	Trombone
Violin	Oboe	Percussion
Viola	Clarinet	Classical Guitar
Cello	Bassoon	

### Performance Ensembles

THE MOUNT SYMPHONY ORCHESTRA is a college-community organization which performs a wide range of orchestral literature.

THE MOUNT CHORUS studies and performs liturgical music primarily. It is open to all students—no audition required.

THE MOUNT SINGERS is a smaller vocal ensemble which performs works of a more general character.

THE CHAMBER MUSIC ENSEMBLES study and perform literature for smaller groups of instruments including piano, strings, woodwinds and brasses.

THE OPERA WORKSHOP studies and performs literature from the opera and operetta fields.

## BACHELOR OF MUSIC

### Requirements for all areas of concentration

**Preparation for the Major:** Music 1AB, 1CD, 2AB, 2CD, 24A, 24B, \*25A, \*25B, \*25C, \*\*50A (2 units), \*\*50B (2), \*\*51A (2), \*\*51B (2), §‡Ensemble ( $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ).

**The Major:** Music 100A, 103A, 103C, 107, ‡‡111, 124A, 124B, \*\*150A (2), \*\*150B (2), \*\*151A (2), \*\*151B (2), §‡Ensemble ( $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ).

**General Education Courses:** English 1A, 1B, elective (2), elective (2); Philosophy 1, 6, 7, upper division elective (3); ¶Theology 3, 4, 100, 103, upper division elective (2); Physics 35; History 7A, 7B; Comparative Language 8.

\*Students in all areas of concentration except piano and organ performance are required to register for piano study until the proficiency examination is passed.

\*\*Instrumental, vocal, piano and organ performance and church music concentration area students take 3 units of applied music each semester.

§‡Students in piano and instrumental performance areas of concentration add 2 units of Music 23 (lower division) and 2 units of Music 123 (upper division). Vocal concentration area students add 2 units of Music 131 (upper division).

‡‡Required for all Catholic students, elective for non-Catholic students.

¶Non-Catholic students substitute one course in General Ethics.

### Special requirements for each area of concentration

**Church Music:** \*Minor performance area (6 units), Music 26, 27, 28, 29, 108, 112, 130, 195;  $\frac{1}{2}$  length junior recital, full length senior recital.

**Performance-Instrumental:** Music 109, 114A, 115, 130, 195;  $\frac{1}{2}$  length junior recital, full-length senior recital.

**Performance-Piano (\*\*Organ):** Music 109, 114A, 115, 120A, 130, 195, elective (1);  $\frac{1}{2}$  length junior recital, full-length senior recital.

**Performance-Voice:** Music 115, 130, 195; modern language (6);  $\frac{1}{2}$  length junior recital, full-length senior recital.

**Standard Teaching Credential-Elementary:** Music 6A, 6B, 26, 27, 28, 29, 114A; §‡Professional education courses (26); Mathematics (3); Art 142 (3); a minor of at least 20 units;  $\frac{1}{3}$  length junior recital,  $\frac{1}{2}$  length senior recital. A minimum of 150 units is required.

**Standard Teaching Credential-Secondary:** Music 6A, 6B, 26, 27, 28, 29, 114A; §‡Professional education courses (20); General education electives (6); a minor of at least 20 units;  $\frac{1}{3}$  length junior recital,  $\frac{1}{2}$  length senior recital. A minimum of 150 units is required.

**Theory-Composition:** Music: 26, 27, 28, 29, 105A, 105B, 105C, 105D, 109, 114A, 114B, 115, 120A, 130;  $\frac{1}{3}$  length junior recital,  $\frac{1}{2}$  length senior recital including original works.

\*If performance area is piano or organ, students take 6 semesters of class or private voice. If performance area is voice, students take 6 semesters of class or private piano, or if qualified, organ.

\*\*Students concentrating in Performance-Organ substitute 4 units of class instruments (Music 26, 27, 28, 29) for 4 units of chamber music (Music 23 and 123).

§‡Specific courses designated by the Department of Education.



## BACHELOR OF ARTS, MUSIC MAJOR

### Requirements for all areas of concentration

**Preparation for the Major:** Music 1AB, 1CD, 2AB, 2CD, \*11, 24A, 24B, 50A (1), 50B (1), 51A (1), 51B (1), Ensemble ( $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ); third-semester level of the piano proficiency examination must be passed.

**The Major:** Music 124A, 124B, 150A (1), 150B (1), 151A (1), 151B (1), Ensemble ( $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ).

General education courses are listed under the Bachelor of Arts degree requirements.

### Special requirements for each area of concentration

**Church Music:** Music 112, 4 units in a minor performance area (voice, organ or piano), required ensemble-chorus;  $\frac{1}{3}$  length junior recital,  $\frac{1}{2}$  length senior recital.

**History-Literature:** Two advanced music literature courses, one seminar.

**Performance:** 1 additional unit in applied music each semester;  $\frac{1}{3}$  length junior recital,  $\frac{1}{2}$  length senior recital.

**Theory:** Two courses in advanced music theory and one seminar.

This degree is recommended for the non-professional musician.

\*Required of all Catholic students, elective for non-Catholic students.

### Minor in Music

Music \*25A, \*Music 25B, 50A (1), 50B (1), 51A (1), 51B (1), 134A, 134B, 159AB, 159CD, Ensemble ( $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{1}{2}$ ).

A minimum of 20 units is required.

\*Students are required to register for piano study until the freshman level piano proficiency examination is passed.

## GRADUATE DEGREES

Evidence of adequate preparation for successful graduate-level study in music is the basis for admission to the program.

1. Placement examinations in the following subject areas must be taken before the initial registration:

Theory; including solfege, harmony and analysis and based on a two-year sequence of undergraduate study.

Music History-Literature; including the periods from the Middle Ages to the present.

Performance; demonstrating competency equivalent to the junior year level.

Composition; submitting of original works for evaluation is required of students planning to concentrate in Composition.

2. General graduation requirements for all degrees and areas of concentration are as follows:

A minimum of two semesters of full-time study. The removal of deficiencies as determined by the placement examinations may require additional time, and should be done during the first semester in residence concurrently with registration in graduate courses.

At least one fall or spring semester in full-time residence to facilitate course planning, continuity and maturation.

Participation in a major ensemble while in residence and attendance at concerts, recitals and lectures sponsored by the Department.

A final comprehensive examination.

### **Master of Music**

Students may concentrate in the area of Performance, Composition or Music Education.

1. Examinations must be taken before the initial registration to demonstrate the following:

Senior level competency in applied music for Performance concentration students.

The knowledge of basic grammar and diction in French, German and Italian for Performance-Voice concentration students.

Baccalaureate degree level competency and understanding in choral and instrumental conducting and elementary or secondary school methods for Music Education concentration students.

2. General graduation requirements include:

The satisfactory completion of thirty units of graduate credit, fifteen of which are on the 200 level.

A graduate recital in the semester following a performance examination by Performance concentration students.

The submitting of at least one original work in large form (chamber music, symphonic form, cantata, mass, etc ) by Composition concentration students.

The writing of a thesis by Music Education concentration students.

### **Master of Arts degree, Music Major**

Students may concentrate in the area of Music History-Literature or Composition.

Requirements include:

The satisfactory completion of twenty-four units of graduate credit, twelve of which are on the 200 level. Eighteen units must be in music and six may be in a related field.

A reading knowledge of French or German.

The writing of a thesis or, for Composition concentration, the submitting of an original work in large form (chamber music, symphonic form, cantata, mass, etc.).

### **LOWER DIVISION**

#### **1AB-1CD. Musicianship I. (4-4) Yr.**

Lecture, 3 hours; laboratory, 2 hours

‡Lecture, 4 hours; laboratory, 3 hours

A comprehensive study of music through the Renaissance by means of analysis and imitative writing. Rhythmic, melodic and contrapuntal aspects are emphasized. Aural training.

#### **2AB-2CD. Musicianship II. (4-4) Yr.**

Prerequisite: 1CD.

Lecture, 3 hours; laboratory, 2 hours.

A comprehensive study of music from the Baroque through the early Romantic period by means of analysis and imitative writing. Harmonic, harmonic-contrapuntal and formal aspects are emphasized. Aural training.



**5. Music Literature. (2) I, II**

A study of masterpieces of music with emphasis on the formation of discriminating perception and judgment. For non-music majors.

**6A-6B/106A-106B. Voice Class. (1-1) Yr.**

Laboratory, 2 hours.

An introduction to singing techniques; fundamentals of voice production, breath control, diction, and their application in song literature.

**10/110/210. Mount Symphony Orchestra. (1/2 unit each semester) Yr.**

Prerequisite: Consent of instructor.

Laboratory, 3 hours.

May be repeated for credit.

A college-community orchestra in which symphonic literature is studied and performed; sight-reading emphasized.

**11/111. Gregorian Chant and Liturgy. (2) II**

Fundamentals of Gregorian rhythms; the modes; simple and compound neums; musical forms; study of the chants of the Mass, hymns of the office; sequences; modal analysis and chironomy.

**19/119. Mount Chorus. (1/2 unit each semester) Yr.**

Laboratory, 3 hours.

May be repeated for credit.

Opportunity to perform the best in liturgical choral music. Observation of techniques and procedures in developing choral ensemble.

**21/121/221. Mount Singers. (1/2 unit each semester) Yr.**

Prerequisite: Consent of instructor.

Laboratory, 3 hours.

May be repeated for credit.

Study and performance of repertory for small vocal ensembles, such as madrigals and motets.

**23/123/223. Chamber Music. (1/2 unit each semester) Yr.**

Prerequisite: Consent of instructor.

Laboratory, 3 hours.

May be repeated for credit.

Study and performance of chamber music literature for various types of ensembles.

**24A-24B. Introduction to Music History-Literature. (2-2) Yr.**

Lecture, 1 hour; laboratory, 2 hours.

The examination of styles and general trends in music history through the study of recordings, scores and literature.

**25A-25B. Piano Class. (1-1) Yr.**

Laboratory, 2 hours.

Practical instruction on the keyboard, including sight-reading.

**25C. Piano Class. (1) I**

Laboratory, 2 hours.

Prerequisite: Music 25B or consent of instructor.

Continuation of Music 25B.

- \*\*26. Brass Class. (1) I**  
Laboratory, 2 hours.  
Fundamental playing techniques; care and minor repair of instruments.
- \*27. Woodwind Class. (1) II**  
Laboratory, 2 hours.  
Fundamental playing techniques; care and minor repair of instruments.
- \*28. Percussion Class. (1) I**  
Laboratory, 2 hours.  
Rudiments of playing the principal percussion instruments, with emphasis on the snare drum. Care and minor repair of instruments.
- \*\*29. String Class. (1) II**  
Laboratory, 2 hours.  
Fundamental bowing and left hand techniques. Care and minor repair of instruments.
- 30. Introduction to Music Theory. (3) II**  
Lecture, 2 hours; laboratory, 2 hours.  
Introduction to music through songs, instruments, recordings and theoretical study.
- 31/131/231. Opera Workshop. (1½ unit each semester) Yr.**  
Prerequisite: Consent of instructor.  
Laboratory, 3 hours.  
May be repeated for credit.  
Rehearsal, staging and performance of operas and operettas.
- 50A-50B. Applied Music. (1-3 units each semester)**  
Private instruction at the freshman level.
- 51A-51B. Applied Music. (1-3 units each semester)**  
Prerequisite: Music 50B.  
Private instruction at the sophomore level.

#### UPPER DIVISION

- 100A. Keyboard Harmony. (1) II**  
Prerequisite: Music 25C or consent of instructor, and 2C.  
Laboratory, 2 hours.  
Review of modulation and chromatic harmonies, transposition, harmonization of melodies in free accompaniment style.
- 103A-103C. Musicianship III. (3-3) Yr.**  
Prerequisite: Music 2C.  
A comprehensive study of music from the late Romantic period to the present by means of analysis and imitative writing. Harmonic and formal aspects as well as contemporary methods are emphasized. Aural training.
- 104A-104B. Form and Analysis. (2-2) Yr.**  
Prerequisite: Music 2C.  
Analysis of the larger forms, including keyboard, symphonic, chamber, liturgical, and operatic music as well as the contrapuntal forms.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



- 105A-105B. Composition. (2-2) Yr.**  
Prerequisite: Music 2C.  
Utilizing the small forms in original compositions.
- 105C-105D. Composition. (2-2)**  
Prerequisite: Music 105B.  
Utilizing the larger forms in original compositions.
- 107. Conducting and Score Analysis. (2) I**  
Prerequisite: Music 103C.  
The development of sound musical interpretation through intensive analysis, and its application in conducting.
- 108. Choral Conducting. (2) II**  
Prerequisite: Music 107.  
The study and solution of interpretative and conducting problems in choral literature.
- 109. Instrumental Conducting. (2) II**  
Prerequisite: Music 107.  
The study and solution of interpretative and conducting problems in orchestral and band literature.
- 112. Music and the Liturgy. (2) I**  
Practical problems involved in liturgical functions. A study of the directives and encyclicals pertaining to Catholic church music.
- 114A. Instrumentation and Vocal Arranging. (2) I**  
Prerequisite: Music 2C.  
The study of instrumental and vocal ranges and musical effects and their application in transcriptions.
- 114B. Orchestration. (2) II**  
Prerequisite: Music 114A.  
The study of technical and coloristic capabilities of orchestral and band instruments in solo, ensemble and tutti usages.
- 115. Contemporary Techniques. (2) II**  
Prerequisite: Music 103C or consent of instructor.  
A study of contemporary techniques of composition from impressionism to the present day.
- 120A-120B. Counterpoint. (2) Yr.**  
Prerequisite: Music 2C.  
Advanced techniques and forms; double counterpoint, canons, fugues, choral preludes.
- 124A. Music History-Literature. (3) I**  
Prerequisite: Music 24B.  
Western music from antiquity through the Classic period.
- 124B. Music History-Literature. (3) II**  
Prerequisite: Music 24B.  
Western music from the Romantic period to the present.

**130. History and Pedagogy in the Major Field. (1-2) I**

An intensive study of the major field from the historical and pedagogical standpoints.

**134A-134B. Introduction to Music History-Literature. (2) Yr.**

Lecture, 1 hour; laboratory, 2 hours.

For Music Minors only.

Content: See Music 24A-24B.

**\*140/240. Music of the Middle Ages. (2)**

Prerequisite: Music 124B.

Principal musical developments from the first through the fourteenth centuries; Christian Sacred Chant; the rise of secular monody; sacred and secular polyphonic forms and styles.

**\*141/241. Music of the Renaissance. (2)**

Prerequisite: Music 124B.

Principal musical developments during the fifteenth and sixteenth centuries; sacred and secular polyphonic and homophonic forms and styles; beginning of instrumental idioms and forms; analytical and structural studies of music of the period.

**\*\*142/242. Music of the Baroque Era. (2)**

Prerequisite: Music 124B.

Principal musical developments from c. 1590-1760; accompanied monody and the beginning of opera; sacred and secular instrumental and vocal forms and styles; analytical and structural studies of music of the period.

**\*\*143/243. Music of Pre-Classic and Classic Eras. (2)**

Prerequisite: Music 124B.

Analytical and structural studies of the works of principal composers from c. 1730-1828. Major developments in vocal and instrumental forms and styles, sacred and secular; rococo and related influences.

**\*144/244. Music of the Romantic Era. (2)**

Prerequisite: Music 124B.

Influence of the Romantic movement on conceptions of music forms and styles; the growth of opera; the development of the art song; the expansion of old, and the appearance of new vocal and instrumental forms and media. Analytical and structural studies of representative works, from Weber through Wagner.

**\*145/245. Twentieth Century Music. (2)**

Prerequisite: Music 124B.

Early development of modernism; neo-romanticism; impressionism in Roussel, Debussy, Ravel, Delius and others. Expressionistic influences of Schoenberg, Webern, Berg. Neo-classicism. Structural and analytical studies of works of representative contemporary composers.

**150A-150B. Applied Music. (1-3 units each semester)**

Prerequisite: Music 51B.

Private instruction at the junior level.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**151A-151B. Applied Music. (1-3 units each semester)**

Prerequisite: Music 150B.

Private instruction at the senior level.

**159AB-159CD. Musicianship I. (4-4) Yr.**

Lecture, 3 hours; laboratory, 2 hours.

For Music Minors only.

Content: See Music 1AB-1CD.

**§162. Theory Review. (0)**

Review of elements of harmonic, counterpoint, form and orchestration.

**169. Accompanying. (1) II**

Prerequisite: Consent of instructor.

Technique and practice of accompanying vocal and instrumental soloists and ensembles; transposition at sight.

**195. Senior Seminar. (2) II**

Prerequisite: Consent of instructor.

**196. Cultural Trends in the Fine Arts. (2)****197. Literature in Field of Applied Music. (1) I**

May be repeated for credit.

**198. Master Class. (1)**

Prerequisite: Consent of instructor.

May be repeated for credit.

**199. Research. (1-3) I, II**

Prerequisite: Consent of instructor.

**GRADUATE DIVISION****200. Introduction to Graduate Study. (2)**

Basic bibliography and research methods for graduate study. Required of all graduate students majoring in music. Should be taken first semester of graduate study.

**201A-201B. Orchestration. (2-2)**

The technique of modern orchestration and band arrangement of piano scores especially composed for such treatment. Methods of securing balance, color and contrast.

**204A-204B. Canon and Fugue. (2-2)**

Canon in all intervals. Simple fugue—two, three and four voices.

**\*205. The Art of Choral Development. (2)**

The problems and techniques of voice development in classes in secondary schools and colleges. The ability to train changed and unchanged voices. Survey of materials for such groups.

**208A-208B-208C-208D-208E. Advanced Composition. (2-2-2-2-2)**

For graduates with previous experience in writing music.

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

- 209. Contemporary Techniques in Composition. (2)**  
Analysis and practice in writing in the field of modern music. Detailed study of representative works of impressionistic, atonal, polytonal, and neoclassic composers through vocal, instrumental, and orchestral scores. Keyboard application of modern harmonic techniques.
- 214. History and Literature of Applied Field. (2)**  
History and literature of the particular instrument. Representative literature performed and analyzed. Special project in each one's particular field.
- §215. Seminar in American Music. (2)**  
Problems in the history of American music from the period of the Pilgrims and Puritans to the present.
- §216. Seminar in Church Music. (2)**  
Origins of Gregorian Chant; polyphony and its development; Palestrina "Renaissance"; church music today.
- §217. Music Criticism. (2)**  
Study of principles involved in forming and expressing judgment about musical works and performances. Channeling of listening experience; analysis; reviews; coverage of concerts.
- 218A-218B. Special Projects in Musicology. (2-2)**
- 219. Seminar in Musicology. (2)**
- 250A-250B-251A-251B. Applied Music. (1-4 unit each semester)**  
Private instruction on the graduate level.
- \*270A-270B. Practicum in Music Education. (2-2)**  
The planning and development of practical or creative projects, group or individual, in the field of music education. Carried on in connection with some actual school situation under the guidance of one or more members of the staff.
- \*273. Problems in Curriculum Construction in Music. (2)**  
Problems in curriculum construction in music; organization of courses, materials and procedures in keeping with modern trends.
- 274A-274B. Special Projects in Music Education. (2-2)**  
Investigation of a project or problem chosen by the student for extensive study, the solution of which is related to practical use in a teaching situation.
- \*\*275A-275B. Advanced Problems in Elementary Music Education. (2-2)**  
Designed to provide for music specialists, classroom teachers and school music administrators a cross section of a live music program involving work with children; the employment of latest practices, techniques and materials.
- \*\*276A-276B. Advanced Problems in Secondary Music Education. (2-2)**  
Emphasis upon modern trends in theory, techniques and materials. Designed to provide for vocal and instrumental specialists, school music administrators and supervisors a first-hand contact with junior and senior high school music programs with specialized instruction in their areas of concentration.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**\*277. Advanced Instrumental Conducting. (2)**

Prerequisite: consent of the instructor.

Practical approaches to problems in baton technique, score reading, rehearsal procedures and interpretation, as applied to the conducting of instrumental groups.

**278. Advanced Choral Conducting. (2)**

Prerequisite: consent of the instructor.

Emphasis upon practical approaches to problems of hand technique co-ordination, articulation, dynamics, diction, sound control, breath control. The class is used as an experimental choir.

**279. Administration and Supervision of Instrumental Groups. (2)**

School orchestra and band organization, administration, and supervision; library management, problems in student personnel, financing, rehearsal techniques; program construction, instrumental repair, physical plant, festivals.

**\*\*280. Choral Composition and Arranging. (3)**

Practical problems in composition and arranging for various types and sizes of school choral groups with emphasis upon current trends and practices.

**§281. Interpretation of Band and Orchestra Literature. (2)**

A study of repertory with emphasis upon stylistic features of various schools and types of composition appropriate for school use; program planning.

**§282. Interpretation of Choral Literature. (2)**

Analysis of choral repertory appropriate for school use; stylistic features and their interpretive implications; program planning.

**295. Thesis Guidance. (0)**

Required of all students working on a thesis in music.

## DEPARTMENT OF NURSING

Sister Richard Joseph (Chairman)

Sister Mary Stephen

Sister John Bernard

Sister Eleanore Francis

Jean S. Felton

Marion Nolten

Betty Williams

Maxine Davis

Bernardine Powers

Sharon Leahy

Jean Harris

Barbara Hudziak

The aim of the Department of Nursing is to prepare young women for professional nursing service in beginning positions in hospitals and other community health agencies.

The Department of Nursing is accredited by the California Board of Nursing Education and Nurse Registration for the basic professional program in nursing, has full accreditation from the National League for Nursing, and is approved to prepare nurses for beginning positions in public health nursing.

The curriculum covers a period of four academic years. At the completion of the program, the student receives the Baccalaureate degree and is eligible to take the state examinations for the license to practice nursing as a registered nurse, and to use the title R.N. She is also eligible for the public health nursing certificate granted by the California State Department of Public Health.

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**Preparation for the Major:** Biology 51A-51B; Biology 3; Chemistry 4; Home Economics 10; Psychology 1, 2; Nursing 10; Nursing 25A-25B; Sociology 1.

**The Major:** Thirty-seven units of upper division nursing courses. Other required courses offered concurrently with the major: Education 171, Psychology 145, Public Health 102A-102B, Psychology 168.

Field experience in nursing begins in the fall semester of the sophomore year and continues for six semesters. During this time the students attend classes on the college campus and have field assignments in community hospitals and public health agencies under the direct supervision of the faculty of the department of nursing of Mount St. Mary's College.

### LOWER DIVISION

**10. Orientation to Nursing and Community Health. (2) II**

A course designed to acquaint the student with the profession of nursing and the concepts of community health including agencies available for health promotion on the local, state, national, and international levels.

**25A-25B. Introductory Medical-Surgical Nursing. (5-5) Yr.**

A study of the basic scientific principles and fundamental concepts of medical and surgical nursing. Emphasis is placed upon the comprehensive nursing care of individual adult patients. Pharmacology and diet therapy are integrated throughout. Offered during both semesters of the sophomore year. Supervised practice is offered at St. John's Hospital, Santa Monica and Daniel Freeman Hospital, Inglewood.

### UPPER DIVISION

**104A-104B. Maternal and Child Nursing. (7-7) Yr.**

A study of the nursing care of mothers and children, the factors that affect maternal and child health, and the functions of the nurse in this clinical area. Pharmacology and diet therapy are integrated throughout. Emphasis is placed on meeting the needs of the mother, child and family in both health and disease. Supervised practice at Daniel Freeman Hospital, Inglewood; The Neuropsychiatric Institute, U.C.L.A.; the Orthopedic Hospital, Los Angeles; and various clinics, health agencies and schools for children.

**106. Psychiatric Nursing. (6) I, II**

A study of current concepts in the care of patients with psychiatric conditions; the principles of psychiatric nursing and their application in the care of patients; and a consideration of emotional illness as a community health problem. Supervised field experience at the Brentwood Neuropsychiatric Hospital or the Westwood.

**108. Medical-Surgical Nursing. (8) I, II**

Instruction and guided experience in the nursing care of adults with complex nursing needs. Opportunity is provided for participating in planning, administering and evaluating nursing care for a designated number of patients within a clinical unit. Participation in team nursing is also utilized to provide students with an opportunity to apply principles of leadership and supervision within a limited area. Offered during the senior year with supervised practice at Daniel Freeman Hospital, Inglewood.

**109. Community Nursing. (7) I, II**

Application of public health nursing principles and methods of teaching to individuals, families and groups in clinics, schools and homes; emphasis on the role of the nurse in the promotion and maintenance of community health. Supervised field experience in the Los Angeles City Health Department.



**114. Survey of Nursing. (2) I, II**

A survey of the professional field of nursing, with consideration of the historical, social and professional trends; a study of professional organizations, activities, and legislation relating to nursing.

**Public Health****102A-102B. Principles of Public Health. (2-2) Yr.**

A study of the philosophy of public health and the epidemiological approach to public health problems, community programs for the control of communicable and non-communicable diseases, environmental sanitation, and a consideration of the fundamental principles of organization and administration in public health.

**DEPARTMENT OF PHILOSOPHY**

James A. Haas (Chairman)

Sister Cornelia Mary

Martin Woods

Sara Esgate

James R. Shaw

Sister Miriam Therese (Absent on leave)

The aim of the Philosophy Department of Mount St. Mary's College is to communicate to the students that knowledge and love which is Philosophy. As the knowledge of the principles of the good life, Philosophy is the rational crown of the Liberal Arts; it is pre-eminently the knowledge that frees. As contemplative knowledge, Philosophy is the natural end of intelligent man; it is an essential component in an integral Christian life.

The Philosophy Department pursues this two-fold objective of freedom and truth through its systematic and historical courses. The Classical Realism of Aristotle is the foundation for the systematic courses. This approach is open to the insights present in other systems. These latter systems are presented in their primary sources and evaluated in their historical contexts.

The general requirement in Philosophy for all students is:

- a. Philosophy 10, 50, 90—9 units, to be taken in the indicated sequence during the first three semesters.
- b. Any upper division 3-unit course—to be taken after Philosophy 10, 50, and 90. Strongly recommended: General Ethics.

**Preparation for the Major and Minor:** Courses 10, 50, 90, in the indicated sequence.

**The Major:** 27 units of upper division courses in Philosophy including courses 100, 110, 140A or 140B, at least one of courses 120, 130, and 135, and an undergraduate thesis (course 199—3 units) written under the direction of the department chairman or an instructor appointed by the chairman.

**The Minor:** 9 units in upper division courses in Philosophy including Course 100.

**LOWER DIVISION****10. Introduction to Philosophy. (3) I**

An introduction to the terms and concepts employed in philosophy and a study of the principles of sound judgment and correct reasoning. Philosophy is seen in the light of its historical as well as its rational origins.

**50. Philosophy of Nature. (3) II**

A demonstrative knowledge of material reality, both as such and as living. Nature is understood in the Aristotelian sense as a principle of motion and rest in things that move. The study advances to a consideration of things that move themselves and of the various ways in which this occurs.

**90. Metaphysics I. (3) I**

A reflective, experiential approach to the ultimate meaning of reality. An understanding of being is sought in terms of act and potency, causality, analogy in being and in thought, the transcendentals, and the categories.

This systematic approach to reality develops against the background of Greek Philosophy. Relations to the various Modern and Contemporary positions are noted.

**UPPER DIVISION**

**100. Ethics. (3) II**

The study of human acts in relation to the end of man. Moral philosophy investigates the question of man's end and seeks to establish on an experiential and reasoned basis the principles by which men may direct their actions to their final end.

**105. Medical Ethics. (3) II**

**110. Metaphysics II: Philosophy of God. (3) I**

Metaphysics reflects on the ultimate principles and causes both in reality and in knowledge. At its highest point Metaphysics reaches to the existence and attributes of God, the First Cause, and examines the natural knowledge we have of God.

**\*120. Ancient and Medieval Philosophy. (3) I**

**\*\*130. Renaissance and Early Modern Philosophy: Cusanus to Hume. (3) II**

**\*135. Late Modern Philosophy: Kant to Bergson. (3) II**

**140A. Contemporary Philosophy: Focus on Existentialism. (3) I**

**140B. Contemporary Philosophy: Focus on Language Analysis. (3) II**

A critically reflective and historical approach to representative twentieth-century philosophical thought with special focus upon two of the major trends, Philosophy of Analysis and Philosophy of Existentialism. Readings from the major writings of the philosophers will form the basis of the course, which includes Moore, Russell, Wittgenstein, Ayer, Ryle, Austin, Kierkegaard, Nietzsche, Sartre, Jaspers, Marcel, Heidegger.

**\*\*150. Philosophy of History. (3) I**

An examination of the principal philosophical conceptions of history as related to time and the process of change; the historical significance of human acts, cultures, and institutions; the problem of historical values and transcendental ends; the question of freedom and determinism; epistemological considerations in the writing of history.

**\*\*160. Philosophy of Religion. (3) II**

**\*170. Philosophy of Science. (3) II**

**\*\*175. Symbolic Logic. (3) I**

The history of modern logic and its relation to traditional logic; truth-tables; rules of inference and replacement; propositional calculus; quantification; first-order function calculus; selected philosophical problems raised by developments in modern logic.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**\*180. Philosophy of Art. (3) I**

An examination of the chief classical and contemporary theories of art as they address the basic issues concerning the nature of art and art criticism. Included in this examination will be an analysis of the principal categories of the aesthetic experience, the aesthetic response, the work of art with respect to form, content, expression, aesthetic meaning, and value.

**§185. Philosophy in Literature. (3)****190. Philosophy of Communism. Interdepartmental course. (3) II****§195. Philosophy of Society.**

A reflection on the different philosophical conceptions of the origin, nature and ends of human society; the kinds of society and their interrelationships; the problem of individual right and social obligation.

**§198. Problems in Philosophy.**

This course will be devoted to problems of student interest that do not fall within the scope of philosophy proper or its history, or its common applications. Topics such as the notion of Christian Philosophy, the relation of reason and faith, Philosophy and Oriental mysticism, and other such borderline problems are envisaged as possible matter for the course.

**199. Research: Thesis.****DEPARTMENT OF PHYSICAL SCIENCES**

Hallie Bundy (Chairman)

Yuri Han

Sister Ann Jude, I.H.M.

Reverend James O'Reilly

Sister Cecilia Louise

Sister Raymond Joseph

The aims of the Department of Physical Sciences are:

- (1) To impart a conceptual knowledge and appreciation of the physical and chemical laws which govern both living and non-living matter;
- (2) To develop the technical skills necessary for the professional use of the Physical Sciences;
- (3) To encourage participation in scientific research.

The Department offers a major in Chemistry and a minor in Physics and Physical Sciences.

**Chemistry**

**Preparation for the Major:** Chemistry 1 and 5; Mathematics through Integral Calculus or its equivalent; Physics 2A-2B and 3A-3B. A reading knowledge of German is required.

**The Major:** The minimum requirement for the major: Chemistry 105, 108, 110A-110B, 111A-111B, 112A-112B, 113A-113B, 121, and 199 (3 units).

The Graduate Record Examination is required at the end of the senior year. Chemistry majors are not required to complete a minor. They fulfill a minor equivalent in their preparation for the major.

The Standard Teaching Credential with a Specialization in Secondary Teaching.

This five-year program includes the following:

- (1) A departmental major in Chemistry;
- (2) Completion of twenty unit minor and six graduate units in the major;
- (3) Required education courses.

For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

## Chemistry

### LOWER DIVISION

**1. General Chemistry and Qualitative Analysis. (5) I**

Prerequisite: High School Chemistry or Chemistry 4 and three years of high school mathematics.

Lecture, 3 hours; laboratory, 6 hours.

Basic principles of chemical structure and change with an emphasis on equilibrium and an introduction to thermodynamics. Selected investigative and quantitative experiments and qualitative analysis.

**4. Essentials of Chemistry. (4) I**

Selected fundamental principles of general inorganic, organic, and physiological Chemistry.

Lecture, 3 hours; lecture-demonstration, 1 hour.

**5. Quantitative Analysis. (5) II**

Prerequisite: Chemistry 1.

Principles and laboratory techniques of volumetric, gravimetric and spectrophotometric analysis.

Lecture, 3 hours; laboratory, 6 hours.

### UPPER DIVISION

**105. Instrumental Methods. (4) II**

Prerequisite: Chemistry 5 and Chemistry 110A-111A.

Theory and application of modern instrumental techniques.

Lecture, 2 hours; laboratory, 6 hours.

**108. Biochemistry. (3) I (Can be taken with laboratory) (5)**

Prerequisite: Chemistry 112A.

The chemical composition of foods, tissues, and secretions; physico-chemical basis of life processes; intermediary metabolism; hormones.

**110A-110B. Physical Chemistry. (3-3) Yr.**

Prerequisite: Chemistry 1, Physics 2A-2B; Calculus.

Introduction to the phenomenological and structural theories of the states of aggregation of matter and to fundamental principles of thermodynamics, solutions, equilibria, chemical kinetics, electrochemistry, and atomic and molecular structure.

Lecture, 3 hours.

**111A-111B. Physical Chemistry Laboratory. (1-1) Yr.**

Prerequisite or concurrent: Chemistry 110A-110B.

Physico-chemical problems and measurements.

Laboratory, 3 hours.

**112A-112B. Organic Chemistry. (3-3) Yr.**

Prerequisite: Chemistry 1.

Lecture, 3 hours.

Chemistry of carbon compounds with an emphasis on the electronic and structural theories of organic Chemistry and reaction mechanisms.



**113A-113B. Organic Chemistry Laboratory. (2-2) Yr.**

Prerequisite or concurrent: Chemistry 112A-112B.

113A. Fundamental techniques of preparation, extraction, and purification of organic compounds.  
Laboratory, 6 hours.

113B. Study of the methods of separation and identification of organic compounds through the use of solubility, type reactions, and derivatives.  
Laboratory, 6 hours.

**\*121. Inorganic Chemistry. (3) II**

Prerequisite: Chemistry 110A-111A; Corequisite: 110B-111B.

Chemistry of inorganic systems with emphasis on reaction mechanism, complexes, bonding, and periodic relationships.

Lecture, 3 hours.

**§132/232. Recent Advances in Biochemistry. (2)**

Prerequisite: Chemistry 108.

Lecture, 2 hours.

**198/298. Seminar. (1-2) Yr.**

**199/299. Research. (1-3) Yr.**

Undergraduate and graduate research in biological, inorganic, organic or physical Chemistry.

**Physics**

**LOWER DIVISION**

**2A-2B. General Physics. (3-3) Yr.**

Prerequisite: Calculus.

Introduction to the principles of mechanics, heat, sound, light, magnetism, and electricity. Solution of problems.

Lecture, 3 hours.

**3A-3B. General Physics Laboratory. (1-1) Yr.**

Laboratory to accompany Physics 2A-2B, 3 hours.

**4. Essentials of Physics. (3) II**

Brief survey of the fundamentals of Physics.

Lecture, 3 hours.

**\*\*35. Acoustics. (3) I**

Deals with the principles of sound with particular emphasis on their application to music, musical instruments, speech, acoustics, and public address systems. Designed primarily for music majors.

Lecture, 2 hours; laboratory, 2 hours.

**UPPER DIVISION**

**\*\*105. Analytical Mechanics. (3) I**

Introduction to the mathematical treatment of plane motion of particles and of the rotation of rigid bodies.

Lecture, 3 hours.

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**\*\*110. Electromagnetics. (3) II**

Introduction to the mathematical theory of electric and magnetic fields.

Lecture, 3 hours.

**\*112. Heat and Thermodynamics. (3) II**

Introduction to the kinetic theory of gasses and solids. Methods of thermodynamics.

Lecture, 3 hours.

**\*131. Atomic and Nuclear Physics. (3) I**

Treatment of the experimental basis of modern theories on the structure of the atom and the nucleus.

Lecture, 3 hours.

## Physical Sciences

**§1. Elements of Physical Geography. (3)**

A general survey of the characteristics of the major types of land surfaces, climates, soils, and resources that comprise the natural environment of man.

Lecture, 3 hours.

**11/111. Elements of Physical Science. (3) II**

Introduction to the principles fundamental to the Physical Sciences.

Lecture, 3 hours.

**§15A/115A, 15B/115B, 15C/115C, 15D/115D. Selected Topics in the Physical Sciences: (2-3)**

15A/115A—Astronomy; 15B/115B—Chemistry; 15C/115C—Geology;  
15D/115D—Physics.

## DEPARTMENT OF PSYCHOLOGY

John Meany (Chairman)

Francois LaPointe

Sister Mercia Louise

Ora Hook

James Rue

Paula Tripodes

Sister M. Frederick (absent on leave)

The courses in psychology are directed toward an understanding of human behavior with an appreciation of its complexity. Human behavior is influenced by environmental, physiological and experiential factors which psychology attempts to describe, study and understand from a scientific point of view. Psychology is seen as a part of a student's liberal education as well as preparation for advanced professional study in the fields of psychology, education, social service, medicine, law and personnel administration. (See Curriculum description).

**Preparation for the Major:** Courses 1, 2, and 33, with an average grade of C or higher are required as preparation for a major in psychology; Biology 24, 51A, or 51B.

**The Major:** 24 units of upper division courses including courses 106, 120, 140, and 168 are required. The student must maintain an average grade of C in upper division courses in psychology. Besides the 24 units required for a major, six additional units in closely related fields are required; these are to be selected in consultation with the student's advisor. Psychology 110, and Mathematics 50 are recommended for students who plan to do graduate work in psychology.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.



**The Minor:** A minimum of five courses, three of which must be upper division courses.

### LOWER DIVISION

1. **General Psychology. (3) I, II**  
An introduction to the science of human behavior and dynamics and facts of interpersonal relations.
- \*\*2. **Physiological Psychology. (3) II**  
The role of sense organs, nervous system, muscles and glands in human behavior and personality.
33. **The Psychology of Personal and Social Adjustment. (3) I, II**  
Principles of mental hygiene; orientation in the practical use of psychological principles in problems and circumstances of college and later life.

### UPPER DIVISION

- \*106. **Experimental Methods in Psychology. (3) I**  
Prerequisites: Course 1, 2, 140.  
A review of psychological experimentation including problems of learning, remembering and perception. Emphasis on basic problems of research design and experimental methods and techniques.
110. **Experimental Psychology. (3)**  
Prerequisite: Course 106.  
The design and execution of experiments. Students present an original investigation of psychological or social behavior, execute library research, and obtain data from a pilot run of the study. Each stage of the students research will be subject to critical examination.
- \*111. **Clinical Techniques. (3) II**  
Prerequisite: Course 1.  
A study of the theory of psychological test construction, personality inventories, projective techniques and their use in the diagnosis and treatment of psychological disorder.
- \*\*112. **Child and Adolescent Psychology. (3) I**  
Prerequisite: Course 1.  
Development trends in infancy, childhood and adolescence, theories of personality development and a review of current literature.
- \*120. **History and Systems of Psychology. (3) I**  
Prerequisite: Course 2.  
The historical development of psychology, its basic systematic positions and contemporary views on theory and research.
- \*140. **Statistics. (2) II**  
(Cf. Sociology 140).
145. **Social Psychology. (3) I, II**  
(Cf. Sociology 145).

For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**168. Abnormal Psychology. (3) I, II**

Prerequisite: Course 1.

Knowledge about abnormal human behavior, the various types of mental illness are described and understood from various frames of reference, including various psychotherapeutic points of view.

**171. Educational Psychology. (3) II**

(Cf. Education 171).

**174. The Psychology of Marriage and the Family. (2-3) II**

Psychological aspects of courtship, marriage and family life. Psychological inter-relationships in family life in various cultural settings.

**\*\*188. Counseling. (3) II**

Prerequisite: Course 1.

Problems and techniques of counseling, including a comparison of the different theoretical positions.

**199. Special Problems. (1-3) I, II**

Prerequisite: Consent of the instructor.

**213. Seminar in School Psychology. (3)**

The theory and applications of psychological principles to educational situations. Recent research and experimentation in educational psychology. Teacher-pupil personality dynamics and their implications for psychological health in educational settings.

**244. Counseling Seminar. (3)**

Analysis of recorded counseling interviews, coordinated with personality theory from various points of view. A survey of current literature with an emphasis on the non-directive point of view.

## DEPARTMENT OF SOCIOLOGY

Sister Mary Brigid (Chairman)

Sister John Margaret

Ruth Hoffman

The aim of the Sociology Department is to broaden the liberal arts student with a knowledge of the principles of social organization and social behavior by studying the reciprocal dependency of man and culture. The scientific method is used as the main tool. An understanding and acceptance of all people is one of the main objectives, and includes an understanding of the culture of the United States as a pluralistic society.

Three programs are offered: **I**, general sociology, which enables students to acquire a general cultural background which should prepare them for intelligent leadership in society, for graduate work in sociology, for research and allied positions; **II**, presocial work, which prepares students for graduate work in a school of social work, or social work positions which do not require professional education; **III**, teaching major or minor in sociology which fulfills the requirements for the California standard teaching credential—elementary or secondary.

**I. Preparation for the Major—General Sociology:** Sociology 1, 2 Recommended: Psychology 1, 2, Anthropology 2.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**The Major:** Twenty-four upper division units including Sociology 104, 117, 140, 145, 166, 199. Additional units may be selected from related departments with approval of departmental adviser.

**The Minor:** Sociology 1, 2, 166, and two other upper division sociology courses.

**II. Preparation for the Major—Pre-Social Work Program:** Sociology 1, 2; Economics 1, 2; Psychology 1, 2. Recommended Zo. 24.

**The Major:** Twenty-four upper division units including Sociology 117, 140, 150A-150B, 180, 199. Additional units should be selected from recommended courses in Economics or Psychology with the approval of departmental adviser.

**III. Preparation for the Teaching Major in Sociology:** Sociology 1, 2.

**The Teaching Major:** For either the elementary or secondary credential, a minimum of 24 units of upper division or graduate course work in sociology alone (a single-subject major) or in a combination of sociology and other social sciences (an interdepartmental major). Required for the interdepartmental major: Sociology 104, 145, 166. Requirements for the single-subject major are the same as for the general sociology major.

**The Teaching Minor:** Twenty units of sociology. Required: Sociology 1, 2, 166.

### LOWER DIVISION

**1. General Sociology. (3) I, II**

A basic course in concepts and principles, the aim of which is to convey an understanding of society by means of the scientific method of studying social groups, social processes, culture, social and cultural change.

**2. Social Disorganization. (3) II**

Behavior symptomatic of societal disorganization such as family disorganization, crime and delinquency, suicide, alcoholism and intra-social conflict; interrelationship of personal and communal disorganization.

**\*\*54. Comparative Family Systems. (2) I**

Origin and historical development of the family; families in various cultures; the functions of the family; family relationships.

**90. Field work. (cr.) I, II**

At least 20 hours of supervised experience in a group work agency recommended for sophomore majoring in the department.

### UPPER DIVISION

**101. General Sociology. (3) I, II**

A basic course in sociology for upper division students who are not sociology majors. Content as in Sociology 1.

**\*\*103. Comparative Societies. (3) II**

A study of human behavior as displayed in patterned customs and institutions in contemporary and primitive cultures.

**\*\*104. Contemporary American Family. (3) I**

The modern American family today as a social structure undergoing change of functions and roles due to social, economic, cultural, and psychological factors; principles that make for stability of the family; preparation for marriage.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

- \*115. Crime and Delinquency. (3) I**  
Extent, causal factors and methods of prevention and treatment of crime and delinquency.
- \*117. Introduction to Sociological Research Methods. (3) II**  
Study of the techniques and methods used in sociological research with a critical analysis of research studies.
- \*120. Group Leadership. (3) I**  
Theories, principles and skills of leadership; the leader in relation to the group; the formation and function of various groups; experience in a social group work agency.
- \*125. The Community. (3) II**  
Study of the structure, functions, and organization of communities, with particular application to the local community and its resources; planned field visits to representative community agencies.
- 140. Statistics. (3) I**  
Collection, interpretation, and use of statistical data in the fields of economics, psychology, and sociology; a knowledge of the scientific criteria of representativeness, reliability and validity.
- 145. Social Psychology. (3) I, II**  
Analysis of the processes and problems of social interaction; social forces reacting on the individual; motivations, frames of reference, attitudes.
- \*150A-50B. The Field of Social Work. (3-3) Yr.**  
An introductory course to present the development of the institution of social welfare, public and voluntary, from its English and early American backgrounds to the present; philosophy and principles underlying professional practice in its various settings.
- \*\*160. Child Welfare. (3) II**  
A study of cultural factors in contemporary society affecting the social development and well-being of the child; social movements; services aiding children.
- \*161. Racial and Cultural Minorities. (3) I**  
Meaning and significance of race; study of prejudice; evaluation of programs to reduce prejudice. Study of minority groups in social structure with special reference to the position of the Negro in American Society.
- \*\*165. History of Social Thought. (3) I**  
A study of the development of social thinking from the great early social thinkers, such as Plato and Aristotle, including an analysis of the thought of Augustine, Thomas Aquinas, and Thomas More, down to modern times.
- \*\*166. Social Theory. (3) II**  
A historic and systematic study of modern sociological theorists from Comte to the present day, and a critical appraisal of the present condition of sociological theory.
- \*\*180. Methods in Social Work. (3) I**  
A course which introduces the student to some of the basic concepts, skills and techniques used in social case work, social group work, and community organization.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**190. Modern Problems of Society. (3) II**

See Inter-Departmental Courses.

**197. Readings in Sociology. (1-2) II**

Intensive and independent study in a field of special interest, open to seniors with permission of departmental chairman.

**199. Special Problems in Sociological Theory and Practice. (1-3) II**

Individual study for senior students majoring in the department.

**ANTHROPOLOGY****2. Cultural Anthropology. (3) I, II**

The origin of man; the origin and development of culture. The relation between social and cultural processes and personality development; comparative study of group life in primitive and modern societies and influences on personality changes.

**111. Cultures of the Emerging Areas. (2-3) II**

A fundamental understanding of the problems and expectations of peoples in the emerging areas; cultural, social, and political reorganization in response to underdevelopment; various forms of colonialism and technological change; the emergence resulting from this impact of diverse and sometimes revolutionary institutions and behavior patterns.

**Related courses in various departments:**

Sociology 103, Comparative Societies

Art 106A, Primitive Art.

Pol. Science 132, Politics of the Emerging Areas.

History 25, Cultural and Historical Geography.

For course descriptions see departmental offerings.

**THEOLOGY**

Reverend Patrick Kelly, O.P. (Chairman)

Reverend Peter Curran, O.P. Reverend Vincent V. Fontana, O.P.

Sister Rose Cecilia

The purpose of the Theology Department is to analyze the sacred science underlying and vitalizing Christian life. The fields of Scripture and theology (dogmatic, moral, liturgical, etc.) and allied subjects are covered. The student is prepared "to give an account of the hope that she cherishes" (I Peter 3:15). It is sought to affect a fuller intellectual understanding of Catholic teaching and life, a deeper love for it and a fruitful living of it. The graduate is enabled to take her place as an informed and effective Catholic lay-woman.

The requirement for all Catholic students is five courses in theology, including one course in Scripture, in dogma, and in moral theology.

**The Minor:** Two upper division courses beyond the standard courses required for all students.

**1A-1B. Survey of Christian Theology. (1-1) Yr. I, II**

Existence and nature of God; Nature of man—survival after death; Natural religion; Miracles; Credibility of New Testament; Christ's claims examined. The mysteries of Christianity: Trinity, Creation, Fall, Incarnation, Atonement, Church, Sacraments, Heaven and Hell.

This course is designed especially for non-Catholic students and for Catholic students who lack background for Theology.

- ‡2. **Sources of Christian Doctrine. (3) I, II**  
Analysis of theology as such; notion of the supernatural; teaching authority of the Church; general introduction to Sacred Scripture and selected questions of the Old and New Testament.
3. **Sacred Scripture. (2) I, II**  
General introduction: notion of inspiration, the canon, the interpretation and authenticity of the Bible. Special introduction to the New Testament. Selected problems from the Old Testament.
4. **God and Creation. (3) II**  
A treatment of the basic teaching of the First Part of the Summa: The unity and Trinity of God. Creation. The angels. Divine Government.
- 5AB. **Fundamental Theology. (2-2) Yr.**  
A. Nature of revelation; criteria for revelation. Examination of Christianity and other major religions.  
B. Foundation of the Church; its structure. Catholicism, Protestantism, Orthodoxy.
100. **Moral Theology. (4) I**  
A treatment of the basic teachings of the Second Part of the Summa: Human acts. Happiness. Morality. Habits and Virtue. Sin. Law. Grace.
103. **Dogmatic Theology II. (3) II**  
A treatment of the basic teachings of the Third Part of the Summa: The Incarnation and Redemption. The Mystical Body. The Sacraments. The Last Things.
104. **Selected Questions in Theology. (1)**
106. **Christian Worship. (2) I, II**  
Sacrificial purpose and structure of the Mass; practical aspects of dynamic sharing in the Mass; study of the Liturgical year.
107. **Applied Apologetics. (2) I, II**  
Presentation and defense of Sacred Doctrine in the modern world.
108. **Mariology. (2) I, II**  
A study of Mary's privileges and prerogatives and the foundation for them.
110. **Catechetical Methods. (2) I, II**
113. **Spiritual Theology for the Laity. (2) I, II**  
Ascetical and mystical theology in the pursuit of perfection by the modern layman.
114. **Problems in Church History**
115. **Studies of the Encyclicals. (2) I, II**
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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



**120-125. Moral Theology. (2-3) I, II**

Semester courses in moral theology with special emphasis on a particular tract.

- 120 Moral Values and Man's Beatitude
- 121 Sacraments in general
- 122 The Commandments
- 123 Moral Virtues
- 124 Grace—Theological Virtues
- 125 Marriage and the Christian Life

**130-136. Dogmatic Theology. (2-3) I, II**

Semester courses in dogmatic theology with special emphasis on a particular tract.

- 130 The Unity and Trinity of God
- 131 Christology
- 132 Soteriology
- 133 Eschatology
- 134 Sacraments
- 135 The Mystical Body
- 136 Eucharist and the Mass

**140 Selected Biblical Questions of Old Testament (2-3)**

- 140 A General Introduction.
- 140 B Historical Books.
- 140 C Prophetical Books.
- 140 D Sapiential Books.
- 140 E Selected questions or problems.

**141 Selected Biblical Questions of New Testament (2-3)**

- 141 A General Introduction.
- 141 B Gospels: synoptic and/or Joannine.
- 141 C Acts.
- 141 D Epistles of St. Paul.
- 141 E Catholic Epistles, and/or Apocalypse.
- 141 F Selected questions or problems.

**‡42/142. Theological Dimensions of the Liturgy. (3) I, II**

The theological background of the Christian way of life; Christ-centered notion of sacramental doctrine and its liturgical applications in Christian living.

**143. Patristic Studies (2) I, II****144. Selected Canonical Questions.**

- A. Canon Law for Religious
- B. Matrimonial Law

**145. Comparative Religion. (2) I, II**

An analysis of the origin, teachings and practices of modern sects and their relationship to the Church.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

## INTER-DEPARTMENTAL COURSES

### **Fine Arts 5**

Course offered by the Art, Music and Philosophy Departments:

#### **Theory and Appreciation of the Fine Arts (3)**

Lecture, 2 hours; Discussion Seminar, 2 hours

A course combining lectures on the nature of art and discussion of selected art exhibits, concerts, plays and dance recitals. Students will attend a minimum of ten events as a basis for this discussion.

#### **Modern Problems of Society**

An inter-departmental study of the major systems contending for world supremacy, emphasizing the historical and philosophical approach. Six departments are represented and take active part in the lectures and discussion periods—economics, education, history, philosophy, political science, and sociology.

Econ., Educ., Hist., Phil., Pol. Sci., or Soc. 190 (3)

#### **Making of the Modern Mind: A Colloquium (2)**

The colloquium proceeds by way of reading and discussion centering around great historic moments in the history of science, e.g., the Copernican Revolution, Darwinian Evolution, Freudian Psychology. Emphasis is placed upon the interdisciplinary struggles which accompanied advances in science, together with the resulting changes in cultural development. An attempt is made to clarify the distinctions between sources and methods in the fields of science, philosophy, and theology so as to better estimate the power and limits of each.



## MOUNT ST. MARY'S COLLEGE DOWNTOWN CAMPUS

### History

The Downtown Campus was opened in September, 1962, offering to high school graduates an Associate of Arts degree program, with specialization in the liberal arts, music, art, home economics, and secretarial science. It has now expanded its offerings to include a B.S. in Secretarial Science, a Bachelor of Fine Arts and a Bachelor of Professional Arts.

### Location and Facilities

The Downtown Campus is centrally located on a fifteen-acre site in historic Chester Place, a spacious and beautiful residential park which dates from the turn of the century. Chester Place is one block west of Figueroa, off West Adams, and is convenient to the Harbor and Santa Monica Freeways.

The Campus includes seven mansions within the complex once owned by Countess Estelle Doheny and reflects the serene surroundings of the mid-city campus. Converted into educational-use buildings, these mansions include:

**DOHENY HALL** A Victorian-styled edifice provides a historical setting for social affairs. The gold-domed, marble Pompeian Room is used for formal balls, teas, and academic convocations.

**FONTBONNE HALL** The administration building for both the undergraduate and graduate school; book store and chapel.

**MEDAILLE HALL** The library.

**CARONDELET CENTER** The former Doheny game room is now the Home Economics Center.

**GARLAND HALL** The Fine Arts Gallery and studios on West Adams Boulevard.

**ONE** The Faculty-Student Center; student body office, publications, and Counseling Services.

**SEVEN** Classrooms and faculty offices.

**ELEVEN** Music and Secretarial Science Departments.

A swimming pool, tennis and volleyball courts, as well as the expansive campus itself, provide ample recreational facilities.

**PURPOSE:** Mount St. Mary's College Downtown Campus was established for the purpose of offering the high school graduate an opportunity to succeed in college, in either a transfer or a terminal two-year program. It also offers the student the opportunity to assess her abilities and potentialities, and to develop her capacities in general education and in special fields of study. The college, likewise, provides an atmosphere in which the student may mature personally, socially, intellectually and spiritually, guided by a faculty and staff who are concerned about the development of each student.

In order to accomplish these purposes, admission to the college is based upon personal interviews and recommendations rather than exclusively upon high school grades and test results. The student with high school deficiencies in either grades or subjects may wish to explore her real abilities in this setting where her industry and motivation may provide the means for succeeding. The curriculum is kept as flexible as possible in order to adapt it to each student's individual needs and interests.

**AIMS:** Many of the aims of the Downtown Campus are basically the same as the general aims of the college, while others are unique to its own special purpose. These aims are derived from the philosophy of education which recognizes

the fact that young people possess many different talents, capacities, and interests. Because of wide variations of potentialities, many different kinds of education and various programs of study are needed.

A student enrolling at the Downtown Campus will generally have one of several goals. She may plan to spend one or two years in lower division study prior to transferring to a four-year college in a baccalaureate degree program. On the other hand, she may wish to complete a two-year sequence of study, earning an Associate of Arts degree in one of the specialized programs of art, music, home economics, secretarial science or general liberal arts, or one of several four-year baccalaureate degrees. These programs enable the student to fulfill her own particular needs in preparing herself to be effective as a person, as a member of a family, as a member of a skilled occupation, and as a citizen in a democratic society.

**CURRICULUM:** The Downtown Campus endeavors to realize these aims by helping the student plan a program which best meets her needs, and by assisting her through consistent guidance and counseling to make the best use of her opportunities and resources.

The Associate of Arts degree requires a cumulative grade point average of 2.0 and a total of sixty units, approximately eighteen of which are in the field of concentration and forty-two in liberal arts subjects.

The curriculum is planned to provide a two-year program or a four-year program in which the liberal arts courses comprise the central core designed to meet the needs of all students, and upon which specialized programs are built. This liberal arts foundation includes those courses planned to develop the student's competence in common areas of learning: English, philosophy, theology, social and natural sciences, and the fine arts.

Many other courses are designed to develop the student's individual capacities in special fields of knowledge. These are described under the departmental offerings.

## Counseling Service

The strong counseling program is one of the unique assets at the Downtown Campus. Academic, personal and vocational guidance are provided by trained psychologists and by the college faculty. Frequent personal interviews, interpretation of test results, and group conferences are all directed toward assisting the individual student in developing her resources to the best advantage.

## Student Life

The student's personal and social development is one of the major concerns of the faculty and administration. Opportunities to grow in leadership are offered through student body and class government. Cultural and intellectual exchanges with other colleges and universities provide a stimulating co-curricular program. Organizations on campus are limited to:

The Carondelet Junior Auxiliary which is designed to encourage every student to give service as a volunteer to charitable organizations.

Delta Theta Chi, the campus honorary service organization.

The Cultural Affairs Committee which coordinates the Lecture Series and the Fine Arts Festival.

The Religious Affairs Committee which plans activities and projects which will develop religious interests and foster the spiritual maturity of each student.

The Art Club which hostesses opening night receptions for the many art exhibitions in the Fine Arts Gallery.



## AREAS OF SPECIALIZATION

### DEPARTMENT OF ART

Jack Hooper (Chairman)  
Leo Fecht

James Sullivan  
Dianne Smith

The Department of Art at the Downtown Campus offers degrees in Art: The Associate of Arts, the Bachelor of Fine Arts, and the Bachelor of Professional Arts.

**Aims:** The objective of the Art Department is to provide the type of training which will allow the student-artist to develop a personal means of expression and a technical knowledge which will equip her to excel on the professional level. The emphasis of the department is on creative solutions to basic problems, and not on the mastery of style or trends. Intensive training in the fundamentals provides a foundation for personal investigation and contribution in the students chosen career. The Fine Arts program leads to professional work in the fields of Painting, Sculpture, Fine Print-making and Photography. The Professional Arts Program provides training for careers in commercial Photography, Ceramics and Metal Design, Illustration and Graphic Design. Correlated studying philosophy, communications, economics, and science provide additional stimuli and knowledge necessary for the creative artist. The Fine Arts Gallery, with its program of continuous rotating exhibits, offers the student firsthand contact with current, as well as historical works of art in all media.

**General Art Requirements:** Fine Arts I is a prerequisite to all art courses and must be taken prior to or concurrently with the first art course. In addition, all students in art must be advised at the beginning of each semester and have their programs approved by the art counselors. All electives, in or out of the area of concentration, must be selected with the consent of the art counselor.

#### The Associate of Arts, with a Major in Art

The Associate of Arts degree is a two-year terminal program consisting of a total of 67 units, including 35 units in art and 32 units of general education requirements.

**Requirement in Art:** Art 60, 61, 70, 80, 90, 15 units in area of specialization and three units in art history.

#### The Bachelor of Fine Arts and the Bachelor of Professional Arts

The B.F.A. and the B.P.A. degree in Art require a total of 130 units. The art requirement consists of 70 to 74 units—32 units in Lower Division and 38 to 42 units in Upper Division. General Education Requirements: 50 to 51 units as listed on page 16, with the omission of one course in English literature, all courses in foreign language, and two courses in social science which are replaced by art history, economics, or business. In addition, 5 to 10 units of liberal arts electives are required.

#### Bachelor of Fine Arts

**Preparation for the Major—33 units:** Art 50, 51, 60, 61, 70, 80, 81, 90, 91, and 92. At the completion of the preparation for the major, each student is tested and her studio work reviewed. If in the opinion of the review committee the student's work and record indicate likelihood of success in her chosen area of specialization, the student is permitted to advance to upper division.

The major consists of 41 units, including Art 154, 155, 190, and 198, 34 units of art electives, including 4 units in art history and 18 units in the area of emphasis, such as painting, sculpture, or fine printmaking.

### **Bachelor of Professional Arts**

**Preparation for the Major—23 units:** Art 50, 60, 61, 62, 70, 80, and 90. At the completion of the preparation for the major, each student is tested and her studio work reviewed. If in the opinion of the review committee the student's work and record indicate likelihood of success in her chosen area of specialization, the student is permitted to proceed into advanced work.

**The Major in Illustration:** Lower Division—71, 72, 91, 92; Upper Division—154-155, 157, 162, 163, 170, 172, 173, and 13-15 units of electives.

**The Major in Ceramics and Metal Design:** Lower Division—81, 82, 83, 91; Upper Division—150-151, 159, 180, 181A-B, 185, 3 units art history elective plus 12 units art electives.

**The Major in Commercial Photography:** Lower Division—71, 90, 91, 92; Upper Division—150, 154, 155, 158, 160A-B, 161, 162, 163, 170, 191, 193, 12 units art electives.

### **LOWER DIVISION**

**50. Early Art Forms—Pre-Classic to 1500. (3) I**

Illustrated lecture. Selected styles in art from Egypt through the High Renaissance. Emphasis on relating such art forms as pictorial arts, sculpture, architecture, and applied design to the cultural and social environment.

**51. History of Western Art—1500 to 1900. (3) II**

Illustrated lecture. Survey of major trends in the pictorial arts, sculpture, architecture, and applied design in Western Europe. Focus on the relation of the social environment to art.

**60. Fundamentals of Pictorial Structure. (6) I**

Lecture-Studio. Application of principles in the visual arts through observation and experimentation. Analysis of value, line, texture, shape, and form. Pictorial structure and composition. To be taken concurrently with FA I.

**60A. Art Fundamentals for Non-Art Majors. (2) I**

Studio course. Understanding art through direct experience in drawing and design. Emphasis on personal expression. Varied media and techniques.

**61. Color. (3) II**

Lecture-Studio. The physical, psychological, and structural aspects of color. Color systems and theories. Exploration of dynamics of color. To be taken concurrently with Physics, **Color and Light**.

**62. Introduction to Photography. (3) I**

Lecture-Studio. Understanding the photographic process. The photographic image as a means of personal expression.

**70. The Human Figure I. (3) I**

Studio course. Exploration of the human figure as a means of personal communication. Anatomy and proportion as it relates to expression. Continuation of basic drawing and photographic skills. Prerequisite: Art 60.

**71. The Human Head. (3) II**

Studio. Anatomy and structure of the head. The study of form, gesture, and expression. Studies in line, value, and color. Prerequisite: Art 70.



- 72. Drawing for Illustration. (3) II**  
Drawing to communicate. Exploration of graphic means to express ideas and feelings. Use of symbolism. Prerequisite: Art 70.
- 80. Three-Dimensional Forms. (3) II**  
Studio course. Investigation of three-dimensional forms and structures—natural and man-made. Materials include wood, metal, plaster, and clay. Prerequisite: Art 60.
- 81. Sculpture. (3) II**  
Studio. Study of traditional use of sculptural form and space. Modeling and carving. Wood, plaster, clay. Prerequisite: Art 60, 80.
- 82. Ceramics. (3) I, II**  
Studio course. Basic studies in form and space. Clay as a plastic medium. Methods of forming, decorating, and firing clay. Prerequisites: Art 60, 80.
- 83. Metal Design. (3) I**  
Fundamental course in working with metal. Characteristics and possibilities. Prerequisites: Art 60, 80.
- 90. Painting Fundamentals. (3) II**  
Lecture-Studio. Painting problems in various water media—casein and acrylic. Emphasis on pictorial structure through use of value, line, and texture. Exploration of form and space through light. References include figure, still life, and landscape. Prerequisite: Art 60, 61.
- 91. Introduction to Oil Painting. (3) I**  
Lecture-Studio. Exploration of basic oil paint techniques; use and care of equipment; construction and preparation of painting surfaces. Emphasis on color as it relates to pictorial structure and expression. References include landscape and figure. Gallery and museum tours programmed. Prerequisite: Art 90.
- 92. Introduction to Printmaking. (3) II**  
Studio course. Simplified approach to relief, planographic, and intaglio printing. Black and white and color. Examination of the history and tradition of printmaking. Prerequisite: Art 60-61.

## UPPER DIVISION

- \*150. Survey of Western Design. (3) I**  
Illustrated lecture: Major stylistic developments in the applied arts, including interior design, furniture and objects of utility, in Western cultures from the Pre-Classical period to the present.
- \*151. Survey of Eastern Design. (3) II**  
Illustrated lecture: Selected styles in the applied arts, including interior design, furniture and objects of utility, in Near Eastern and Oriental cultures from prehistory to the present.
- 152. Primitive Art. (2) I**  
Illustrated lecture: Survey of the arts of Australia, Melanesia, Polynesia, Africa, Northwest Coast America and prehispanic Mexico, Central and South America. Emphasis on concepts, traditions, and particular social organization which produce the art form.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.

**§153. Renaissance Art in Europe. (2)**

Illustrated lecture: Major trends in the pictorial arts, sculpture and architecture in Italy and their effects on the other Western European countries in the fifteenth and sixteenth centuries. Focus on the relation of the social environment to art.

**154. Modern European Art: 1800 to 1900. (2) I**

Illustrated lecture: Study of such major art movements as Romanticism and Impressionism, culminating in the work of Cezanne, Seurat, Van Gogh and Gauguin. Emphasis on cultural trends which provide the visual and theoretical background of contemporary art.

**155. Contemporary Western Art: 1900 to the Present. (2) II**

Illustrated lecture: Development of art styles in Europe and the Americas, including such movements as German Expressionism, Cubism, the Mexican muralists and Abstract Expressionism.

**156. Art of the United States. (2) II**

Illustrated lecture: Survey of major art trends in painting, sculpture and architecture from the colonial period to the present. Special attention to early dependence on European styles and the gradual emergence of national and international trends.

**157. History of Costume. (2) I**

Illustrated lecture: The evolution of major styles in Western and Oriental costume from ancient cultures to the present. Costume design and techniques as a mode of cultural and personal artistic expression.

**158. History of Photography. (2) II**

Illustrated lecture: Study of photography as a medium for artistic expression and its impact on the pictorial and communicative arts.

**160. Intermediate Photography. (3) II**

Laboratory procedures, lighting. Creative use of darkroom. Prerequisite: 62.

**161AB. Advanced Photography. (3) II**

Photography as a fine art form. Image and expression. The creative use of photography within the framework of the individual's career goals. Prerequisite: 160.

**162A. Lettering and Layout. (3) II**

Application of letter forms to layout problems. Relation of letters to concept and message.

**163ABC. Advertising Design. (3) I**

Basic principles of communication as applied to advertising design. Development of design, layouts, and comprehensives.

**164AB. Advertising Photography. (3) I, II**

Basic principles of advertising photography by special lighting and manipulation techniques, layout, etc. Prerequisite: 160.

**165AB. Fashion Photography. (3)**

Introduction to fashion photography. Problems of photographing clothes and accessories for reproduction. Black and white. Prerequisite: 160.

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For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



- 166. Color Photography. (3) II**  
Principles and methods of color photography. Prerequisite: 160.
- 171. Perspective and Rendering. (3) II**  
Theory of one-, two-, and three-point perspective application involving pictorial composition. Exploration of artist materials—water color, tempera, and other paints, papers, glues, brushes, etc. Relation of technique to expression. Prerequisite: 72.
- 172AB. Drawing and Painting for Illustration. (3) II**  
Advanced problems in relating techniques and means for communication. New materials and experimental methods. Prerequisite: 72.
- 173. Advanced Drawing. (3) Studio Course. I**  
Drawing as a terminal means of expression. Composition and interpretation. Emphasis on clarifying individual concepts. Prerequisite: Art 90, 170).
- 170AB. The Human Figure II. (3) I**  
Advanced studies from the figure. Interpretation, composition, and expression. Prerequisite: 70.
- 174ABC. Fashion Illustration. (3) I, II**  
Fashion drawing from costumed models. Black and white or color. Fashion layouts. Merchandising and fashion elements analyzed. Reproduction requirements.
- 175ABC. Story and Book Illustration. (3) I, II**  
Analysis and application of all principles of professional book and story illustration. Stress on media and handling, and reproduction.
- 177ABC. Advertising Illustration. (3) I, II**  
Fundamental and advanced projects in advertising. Illustration, techniques and media to themes and reproduction.
- 180AB. Intermediate Sculpture. (3) II**  
Emphasis on architectural application of sculpture. Prerequisite: Art 81.
- 181ABC. Advanced Sculpture. (3) II**  
Lecture-Studio. Emphasis on content and personal expression. Welded steel, casting and carving. Trips to foundry and artists' studios will be arranged. Prerequisite: Art 180AB.
- 182AB. Intermediate Ceramics. (3) II**  
Study of clay and glaze chemistry through development of and research in color and body formulas. Prerequisite: Art 82.
- 183ABC. Advanced Ceramics. (3) I, II**  
Emphasis on applications of ceramics to utilitarian and decorative forms. Prerequisite: Art 182AB.
- 184AB. Metal Design. (3) I**  
Continued exploration of metal. Casting, forging, soldering, and welding.
- \*190. New Material and Techniques in Painting. (3) I**

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

**191ABC. Advanced Painting. (3) I**

Lecture-Studio. Development toward personal imagery. Criticism on a tutorial basis. Contemporary ideas in painting introduced by guest artists and explored in seminar discussions. Prerequisite: Art 91.

**\*\*192AB. Advanced Painting from the Figure. (3) I**

Advanced pictorial problems related to the figure. Individual expression emphasized.

**193A. Advanced Printmaking—Woodcut and Block Printing. (3) II**

Studio course. Understanding of materials, tools, and techniques of producing color woodcuts and other block printing media. Prerequisite: Art 92.

**193B. Advanced Printmaking—Serigraphy. (3) I**

Studio course. Experimentation with various techniques to produce a silk-screen print. Visits to printmakers' studios, lithography workshops, and museums are arranged. Prerequisite: Art 92.

**193C. Photo Silkscreen. (3) II**

Methods and materials relating to photo-silkscreen process.

**Bachelor of Fine Arts — Four-Year Program**

**Freshman Year**

Course No.	Fall	Units	Course No.	Spring	Units
FA I	Fine Arts I—Comparative Art	3	61	Color (Art)	2
60	Pictorial Structure	6		Physics (Light and Color)	3
1A	English 1A	3	80	Three-Dimensional Forms	3
3	Theology	2	90	Painting Fundamentals	3
3	U.S. History (optional)	3	1B	English	3
				Philosophy of Man	3
		15-17			17

**Sophomore Year**

50	Early Art Forms	3	51	History of Western Art	3
70	The Human Figure	3	80	Sculpture	3
91	Introduction to Oil Painting	3	92	Introduction to Printmaking	3
	Biology (Human Anatomy)	4	3	Scripture	2
7	Philosophy	3	7A-B	History or	3-6
				Elective—Western Traditions	3
		16			17-20

**Junior Year**

154	Modern European Art	3	153	Contemporary Art	3
	Art Electives	3-6		Art Electives	6-9
7B	U.S. History	3		English Literature	3
	Psychology	3		Theology	3
	History of Philosophy	3			
		15-18			15-18

**Senior Year**

	Art History Elective	2	198	Thesis	1
	Art Electives	8-10		Art Electives	12-14
	General Electives	3-6		Theology	3
	Philosophy of Art	3			
		16-18			16-18

For an explanation of each of the following symbols \*, \*\*, \$, †, ‡ see page 25.



Bachelor of Professional Arts — Four-Year Program

Freshman Year					
Course No.	Fall	Units	Course No.	Spring	Units
FA I	Fine Arts I—Comparative Art	3	61	Color (Art) .....	2
60	Pictorial Structure .....	6		Physics (Light & Color) ....	3
1A	English 1A .....	3	80	Three-Dimensional Forms ...	3
2	Theology (Sources of Christian Doctrine) ...	3	90	Painting Fundamentals .....	3
			1B	English .....	3
				Philosophy of Man .....	3
		15			17
Sophomore Year					
50	Early Art Forms .....	3	7B	U.S. History .....	3
70	The Human Figure .....	3		Art, Area of Specialization..	6-9
	Biology (Human Anatomy and Physiology) .....	4	7A	Theology (Scripture) .....	3
62	Introduction to Photography	3		U.S. History .....	3
7	Philosophy .....	3			
		16			15-18
Junior Year					
150	Survey of Western Design...	3	151	Survey of Eastern Design ...	3
	Art, Area of Specialization ..	6-9		Art, Area of Specialization ..	3-6
	Psychology .....	3		General Elective	
	History of Philosophy .....	3		(Economics-Marketing) ..	3
				English Literature .....	3
				Theology .....	3
		15-18			15-18
Senior Year					
	Art History Elective .....	2	155	Contemporary Art .....	2
	Art, Area of Specialization...	8-10	198	Thesis .....	1
	General Elective			Art, Area of Specialization ..	10-12
	(Business Advertising) ..	3		Theology .....	3
	Philosophy of Art .....	3		Business or Economics .....	2-3
		16-18			16-18

DEPARTMENT OF BUSINESS AND ECONOMICS:  
SECRETARIAL SCIENCE

Sister Catherine Therese (Chairman)      Sister Raymond Mary  
Robert O'Rourke

The department offers an integrated professional and liberal arts foundation designed to develop mature and competent Christian women. The four-year curriculum prepares students for either office positions of administration and responsibility or for graduate work leading to a teaching credential in the field of business education. The two-year programs provide the necessary training for qualified secretaries in the general business, law, or medical field.

The Four-Year Program for the Bachelor of Science Degree

Preparation for the Major: Sec. Sci. 6A-6B, 12, 30A-30B; Econ. 1, 2; proficiency examinations or courses in business mathematics, shorthand, and typewriting. Recommended: Bus. Adm. 1.

The Major: A minimum of 24 units in upper division courses. Required: Sec. Sci. 110, 155, 170, 180; Bus. Adm. 160; Econ. 150; a field of concentration sequence. Recommended: Speech 110.

### **The Two-Year Programs for the Associate of Arts Degree**

There are four secretarial programs: introductory general business (for those with little or no previous experience), advanced general business, legal, and medical. Required: Sec. Sci. 6A (or 14 or 16), 10, 12, 44, 55, 80; Econ. 1; proficiency examinations in business mathematics, shorthand, and typewriting.

**The General Business Minor:** Five courses in business or business and economics, 3 of which must be upper division. Two of the 5 may also fulfill general education requirements. Required: a related sequence of courses approved by the Business and Economics Department.

## **COURSES**

### **1. Typewriting I. (2) I**

Introduction to the basic typewriting skills: knowledge of the keyboard, letters, tabulations, vertical and horizontal centering, manuscripts, and business forms. Development of speed and accuracy up to 35 gross words a minute for 5 minutes.

### **2. Typewriting II. (2) I, II**

Improvement of basic typewriting skills. More difficult assignments of letters and correspondence, spelling, tabulations, manuscripts, roughdrafts, footnotes, business forms, and skill drives. Development of speed and accuracy up to 50 gross words a minute for 5 minutes.

### **3. Typewriting III. (2) I, II**

Advanced production work in correspondence, business forms, manuscripts, tabulation, office projects, vocabulary, and spelling. Further development of speed and accuracy to 65 gross words a minute or more for 5 minutes.

### **4. Shorthand I. (3) I, II**

Complete coverage of Gregg shorthand theory with emphasis on accuracy and vocabulary. Development of ability to take previewed dictation at 60 words a minute. Prerequisite: Sec. Sci. 1.

### **5. Shorthand II. (3) I, II**

Advanced training in Gregg shorthand theory. Improvement of skill in taking dictation while cultivating vocabulary, correct use of English, and transcription. Speed increased from 60 to 100 words a minute. Prerequisite: Sec. Sci. 2.

### **6A-6B. Transcription and Secretarial Procedures. (3-3) Yr.**

Emphasis on transcription and secretarial techniques. Correlation of typewriting, shorthand, and business communications with secretarial responsibilities. Shorthand speed advanced to 120 words a minute or better.

### **7. Shorthand Speed Building. (3) I, II**

Development of sustained speed. Introduction to technical dictation and vocabulary, and short cuts.

### **10/110. Business Communications. (3) I, II**

Training in composition of business letters and reports, and in sales promotion. Emphasis on grammar, spelling, vocabulary, and the ability to communicate in the business field. Prerequisite: Sec. Sci. 1 or permission of the instructor.

### **12. Office Machines and Filing. (2) I, II**

Practice in the operation and care of computing, duplicating, and transcribing equipment. Principles of indexing and coding applied to various filing systems. Prerequisite: Sec. Sci. 1 or permission of the instructor.



14. **Legal Secretarial Procedures. (3) II**  
Introduction to legal terminology and legal shorthand, court rules and law theory, correspondence and methods of law office procedures. Practice in the preparation of legal forms and documents.
16. **Medical Secretarial Procedures. (3) II**  
Introduction to medical terminology and medical shorthand, case histories, records and reports, correspondence and methods of clinical office procedure.
25. **Business Mathematics. (3) I**  
Application of the fundamental processes of mathematics for banking, investments, inventories, payroll, taxes, interest, financial statements, discounts, depreciation, insurance, and other forms of business operations.
- 30A-30B. **Secretarial Accounting. (3-3) Yr.**  
Fundamental principles of accounting theory; summarizing and recording transactions; analyses of special journals, subsidiary ledgers, and treatment of financial statements.
44. **Personal Finance. (3) II**  
Development of a better understanding of the value of money and money problems. Emphasis on types of investments, budgets, insurance, taxes, home buying, and the effect of various financial institutions on the consumer.
- 55/155. **Business Law. (3) I**  
Fundamentals of law as it relates to business. Emphasis on contracts, agency, negotiable instruments, forms of ownership, property, sales, and bankruptcy.
- 80/180. **The Social Encyclicals and American Society. (3) II**  
cf. Econ. 108.
170. **Business Ethics. (3) II**  
The study of objective moral standards in business practices, with emphasis on the rights and duties of employers and workers, and the social responsibilities of business to the business group, to customers, and to the community.

Secretarial Science Programs

General Secretarial

\*Advanced

First Year

Course No.	Fall	Units	Course No.	Spring	Units
Philosophy .....		3	Theology .....		3
English Composition .....		3	English Composition .....		3
Typewriting II .....		2	Typewriting III .....		2
History .....		3	Shorthand II .....		3
Business Math. ....		3	Psychology .....		3
Shorthand I .....		3	Personal Finance .....		3
		17			17

Second Year

Philosophy .....	3	Theology .....	3
Business Law .....	3	History or Literature .....	3
Economics .....	3	Social Encyclicals .....	3
Shorthand Speed Building .....	3	Accounting .....	3
Office Machines & Filing .....	2	Transcription & Secr. Procedures..	3
Business Communications .....	3	Elective .....	2
	17		17

\*Similar two-year programs are offered for students who have no previous experience in typewriting and shorthand and for those who wish to specialize as legal and medical secretaries.

Four-Year Executive Secretarial Curriculum for the B.S. Degree

First Year					
Course No.	Fall	Units	Course No.	Spring	Units
Logic .....		3	Philosophy .....		3
Theology .....		3	English Composition .....		3
English Composition .....		3	U.S. History .....		3
U.S. History .....		3	Office Management and Machines		
Introduction to American Business.		3	(or Shorthand) .....		2-3
Elective (Typewriting) .....	1-2		Fine Arts .....		2
			Elective (Typewriting) .....		2
		15-17			15-16
Second Year					
Philosophy .....		3	Theology .....		3
Science .....		3	Science .....		3
Accounting 1 .....		3	Accounting 2 .....		3
Economics 1 .....		3	Economics 2 .....		3
Electives .....	3-5		Electives .....		3-5
		15-17			15-17
Third Year					
Theology .....		3	Theology .....		3
Science .....		3	Psychology .....		3
Business Law .....		3	Marketing .....		3
Transcription & Secr. Procedures..		3	Labor Economics .....		3
Business Math. or Elective .....		3	Transcription & Secr. Procedures..		3
Elective .....	1-2		Elective .....		1-2
		16-17			16-17
Fourth Year					
Philosophy .....		3	Theology .....		3
Business Communications .....		3	Business Ethics .....		3
Literature .....		3	Social Encyclicals .....		3
Speech & Personality Development		3	Field of Concentration Course ....		3
Field of Concentration Course ....		3	Elective .....		4-5
Elective .....	1-3				
		16-18			16-17

The upper division required courses are selected from business administration and economics as well as secretarial science. See pages 33-36 for course descriptions. The Field of Concentration courses are chosen from one of the following groups:

1. Advanced courses in accounting.
2. General business: advertising, insurance, real estate, and statistics.
3. Economics: economic history of the U.S., money and banking, international economics.

Proficiency examinations are offered in business mathematics, shorthand, and typewriting.

Careful counselling is offered at the end of the sophomore year in order to orient the remaining two years around either a teaching or business career.

DEPARTMENT OF HOME ECONOMICS

The Home Economics curriculum may be selected on either a terminal or transfer level. Course work in the home economics specialization includes such courses as basic design, apparel selection and construction, food management, art in the home, family relations, and child study. Within the framework of the liberal arts tradition, the program emphasizes the pivotal position of woman in her contemporary milieu and attempts to guide her response to the challenges inherent in the management of home and family, as well as the demands of society.

- The home economics courses offered over a two year period include:
- H.E. 1 Food Management for Homemakers (3) I
  - H.E. 10 Basic Nutrition (3) I
  - H.E. 20 Apparel Selection and Construction (3) II
  - H.E. 34 Child Study (3) I, II
  - H.E. 38 Family Relations (3) I, II
  - H.E. 57 Art in the Home (3) I

Descriptions for all these courses are on page 58.



The student who wishes to pursue a four-year major in home economics should complete as many of the courses indicated in **Preparation for the Major** (p. 00) as possible during the two years prior to transfer, as well as the following requirements in general education: English, history, philosophy, theology, foreign language, economics, psychology, and chemistry.

The following equivalent is recognized for transfer to the Main Campus: H.E. 1 and 10 equals H.E. 11. The student is advised to take H.E. 34, 38, and 57 after transfer at the upper division level.

The **Terminal Program** with an emphasis in home economics must include the courses listed above and two of the following: H.E. 10, Econ. 1 or 44, Art 2, Chem. 4.

SPECIALIZATION IN THE LIBERAL ARTS

Associate of Arts in the Liberal Arts

The liberal arts specialization includes emphasis upon a group of subjects in the liberal arts tradition. They are courses which are found in the general education requirements of many colleges—basic courses in English, History, Philosophy, Psychology and Theology. For elective courses the student is encouraged to select from the following:

- Art and Music appreciation.
- Child Study and Family Relations.
- Foreign language: Spanish or French.
- Social Science: Economics, Sociology.
- Geography.
- Health Education.
- Literature.
- Additional courses in History, Philosophy and Psychology.
- Suggested Program With Specialization in the Liberal Arts.

FRESHMAN YEAR

Fall		Spring	
Art appreciation .....	2	English .....	3
English .....	3	Philosophy .....	3
Psychology .....	3	Sociology .....	3
Theology .....	3	Music appreciation .....	2
Electives .....	4-5	Electives .....	4-5
15-16		15-16	

SOPHOMORE YEAR

Fall		Spring	
English .....	3	English .....	3
History .....	3	History .....	3
Psychology .....	3	Philosophy .....	3
Health Education .....	3	Physical Science: Geography .....	3
Theology .....	3	Psychology of Marriage .....	2
15		Electives .....	2
		16	

## DEPARTMENT OF MUSIC

Music specialization includes courses in harmony and solfege, applied music, ensemble, and music literature. Participation in instrumental chamber ensembles and the symphony orchestra is available at the Mount campus.

The Music courses offered over a two year period include:

Music 1AB	Musicianship	(4)
Music 1CD	Musicianship	(4)
Music 11	Gregorian Chant and Liturgy	(2)
Music 24A	Introduction to Music History—Literature	(2)
Music 24B	Introduction to Music History—Literature	(2)
Music 25A	Piano Class	(1)
Music 25B	Piano Class	(1)
Music 50A	Applied Music	(2)
Music 50B	Applied Music	(2)
Music 51A	Applied Music	(2)
Music 51B	Applied Music	(2)
	Ensemble	( $\frac{1}{2}$ , $\frac{1}{2}$ , $\frac{1}{2}$ , $\frac{1}{2}$ )

Descriptions of all these courses are to be found in the Department of Music page 70.

### \*Associate of Arts Degree with Specialization in Music

#### FRESHMAN YEAR

Fall		Spring	
Music 1AB Musicianship .....	4	Music 1CD Musicianship .....	4
Music 50A Applied Music .....	2	Music 50B Applied Music .....	2
†Music 25A Piano Class .....	1	†Music 25B Piano Class .....	1
Ensemble .....	$\frac{1}{2}$	Ensemble .....	$\frac{1}{2}$
General Education Courses .....	6	General Education Courses .....	9
	13 $\frac{1}{2}$		16 $\frac{1}{2}$

#### SOPHOMORE YEAR

Fall		Spring	
Music 24A Introduction to Music History-Lit. ....	2	Music 24 B Introduction to Music History-Lit. ....	2
Music 51A Applied Music .....	2	Music 51B Applied Music .....	2
Ensemble .....	$\frac{1}{2}$	Ensemble .....	$\frac{1}{2}$
General Education Courses .....	9	Music 11 Gregorian Chant & Liturgy .....	2
	13 $\frac{1}{2}$	General Education Courses .....	9
			15 $\frac{1}{2}$

\*Students planning to transfer to the Mount Campus may follow the same program, electing General Education Courses which will apply toward the Bachelor of Music or Bachelor of Arts degree.

†Students are required to register for piano study until the freshman level piano proficiency examination is passed.



## ENGLISH DEPARTMENT

Courses offered at Downtown Campus only:

**2A-2B. Language and Literature. (3-3) Yr.**

An integrated course combining practice in writing, reading and speaking with an introduction to literature.

**6A-6B. Masterpieces of Literature. (3-3) Yr.**

A study of masterpieces of world literature from ancient to modern, integrating practice in critical and creative writing.

**7. Development of Reading Skills. (1) Yr.**

Training in effective reading, with emphasis on flexibility in rate and comprehension according to type of reading material. Includes approaches to study.

**8A-8B-8C-8D. Readings in Literary Types. (1-1-1-1) Yr.**

A series of one-unit genre courses for aesthetic and critical appreciation.

8A. The Novel.

8B. Poetry.

8C. The Short Story.

8D. The Drama.

**§10. Forms of Writing. (2-3)**

Further study in rules of usage, principles of composition, with an approach to form and style, based on ideas formulated from recognized works of literature.

Courses offered on both campuses:

Descriptions of all these courses are to be found in the Department of English, page 45.

**Subject A. Essentials of Grammar and Composition. (0) I**

**1A-1B. Freshman Composition. (3-3) Yr.**

**3. English for Foreign Students. (0) I**

**4A-4B-4C-4D. Introduction for World Literature. (2-2-2-2)**

**31A-31B. Elements of Journalism. (2-1) Yr.**

**31C. Journalism Workshop. (1-1) Yr.**

## COURSE OFFERINGS IN OTHER DEPARTMENTS

For descriptions of courses offered at the Downtown Campus in History, Social Sciences, Foreign Language, Philosophy, Theology, Psychology, etc., see the departmental offerings on the Mount Campus.

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For an explanation of each of the following symbols \*, \*\*, §, †, ‡ see page 25.

## **MOUNT ST. MARY'S COLLEGE ACADEMIC REGULATIONS**

### **Grades**

Results of examinations, semester reports, and the general average of the scholastic standing of a student in her entire course are indicated by the following system of grades:

**Passing:** A, excellent; B, good, C, average; D, barely passing.

**Not passing:** F, failure; (Inc.), incomplete, a temporary term indicating that while the work done is of passing quality, yet portions of it remain unfinished owing to illness or similar unavoidable causes. The "incomplete" may be removed in such a manner as the instructor may determine. The "incomplete" must be removed before the end of the following semester in residence or it becomes a "failure." Responsibility for the removal of an "incomplete" rest with the student. The term Inc. may not be used for Seniors during their final semester.

### **Grade Points**

The standard of scholarship of a student is determined by taking a ratio between the total grade points earned and the total number of units or semester hours for which the student was registered.

**A** counts 4 grade points per credit unit.

**B** counts 3 grade points per credit unit.

**C** counts 2 grade points per credit unit.

**D** counts 1 grade points per credit unit.

**F** counts no grade points per credit unit.

### **Transcripts**

Transcripts are issued on written request of students or graduates after indebtedness to the College has been satisfied. The first transcript is free; subsequent transcripts are \$1.00 each. One week should be allowed for processing.



### Scholarship Requirements

Mid-semester reports on the work of students are required of all instructors. Reports of scholarship are sent to parents or guardians of all Freshmen, and to students of the three upper classes at the end of each semester. Reports are sent likewise at the mid-semester for all students whose average is below C.

Any student who fails in a given semester to earn a number of grade points equal to twice the number of units for which she is registered is placed on probation and must limit her program of studies. If she fails in the following semester to earn a number of grade points equal to twice the number of units for which she is registered, she is disqualified from further attendance at the College.

A student who in any semester fails to pass eight units of work is disqualified. When extenuating circumstances, such as prolonged illness, account for the student's disqualification, she may be permitted, on petition to the proper committee, to continue on probation until the next mid-semester.

A minimum grade point ratio of 2 is required in the work of the lower division before a student can be granted junior standing. The same grade point average is required in the upper division before the student can be graduated.

### College Discipline

**Registration.** All students are required to register at the beginning of each semester on the day announced. A fee of \$3.00 will be charged for registration after this date.

**Study List.** It is recommended that full-time students carry a course program of not less than 15 units and not more than 18 units per semester, unless otherwise authorized by the Dean.

**Program forms,** approved by the counselor for lower division students and by the major adviser for upper division students, must be filed within the appointed time. Credit will be granted only for courses listed properly on these forms.

**Change in Program.** After the second week of the semester a student is not permitted to withdraw from a course nor enroll in a course without the permission of the Dean. A student who withdraws from a course without the permission of the Dean receives a grade of F.

**Attendance.** Regularity and punctuality are essential to the successful pursuit of study. Students, therefore, are advised that the number and character of their absences will be taken into account by instructors in determining academic grades. Unless proof to the contrary is furnished, an instructor will assume that an absence is without serious cause.

There is no provision for a system of allowed cuts or absences. An absence that precedes or follows a holiday is counted double. In the case of a prolonged absence (not to exceed twenty days) because of illness or other serious reasons, the recommendation of the Dean is required for the student to be reinstated in class. Students may be dropped from a class for excessive absences when, in the opinion of the instructor, further enrollment in the class would be of little value to the student. Occasionally, a student is excused from class attendance by the Dean in order to represent the college at some function. She should inform the instructors of such excused absences and secure from them the assignments for the next class.

**Tardiness.** Students are expected to be in time for class, that is, in their places when the class bell rings. Three tardinesses constitute a class absence.

**Examinations.** All undergraduate students are required to take the regular course examinations.

**Leave of Absence.** In case of serious interruption of work during the semester, a student should apply to the Dean for formal leave of absence. Any student discontinuing her work without such formal leave may lose her privilege of registration and forfeit her right to a clear transcript of credit.

**Re-entrance.** A student in good standing, absent one or more semesters, may re-enter at the opening of any semester by re-applying through the Admissions Office for re-entrance.

**Dormitory Students.** Students who are unable to commute to their homes daily are required to reside on the campus. The permission of the Dean is required to reside elsewhere.

**Dismissal.** Enrollment in the College implies willingness on the part of the student to comply with the requirements and regulations of the College. Should the student fail to comply with these requirements and regulations, and the faculty consider her influence to be harmful to others or to the spirit of the College, her withdrawal is requested even though she is charged with no specific breach of discipline.

## GENERAL HONORS PROGRAM

A limited number of students from the Freshman, Sophomore, Junior, and Senior classes are eligible to become members of the General Honors Seminar. Selection of members is based on the CEEB score, percentile, ranking in the ACE, grade point average in college studies, enthusiasm for intellectual discovery, suitable personality, and leadership ability. Final choice is made by members of the Honors Seminar Committee after consultation with the entire faculty.

The purpose of the program is to provide intellectual stimulation for the superior student, to develop in her an ability to relate and synthesize learning, to correlate philosophy and the various disciplines she has studied. The committee selects a theme which will lend itself to a coordination of effort by the members of the group using their particular majors to achieve a synthesis of ideas related to the primary objectives.

## HONORS

Degrees with honors are conferred on students who attain the standards of one of the following distinctions, which are based on scholarship: *summa cum laude*, *magna cum laude*, *cum laude*.

**Summa cum laude:** On the recommendation of the Committee on Honors, the degree *summa cum laude* shall be granted to a student who has received a grade point of 3.8.

**Magna cum laude:** On recommendation of the Committee on Honors, the degree *magna cum laude* shall be granted to a student who has received a grade point average of 3.5 to 3.8.

**Cum laude:** On recommendation of the Committee on Honors, the degree *cum laude* shall be granted to any student who has received a grade point average of 3.3 to 3.5.

## AMERICAN HISTORY AND INSTITUTIONS

The State of California requires by law that all candidates for a degree give evidence of a knowledge of American history and American political institutions and ideals. This requirement may be met by passing examinations in American History and in American Institutions, or by completing any of the following year courses in American History: 7A-7B; 8A-8B; 170A-170B; or by the completion of one of the following semester courses: History 7A; 7B; 8A; 8B; 170A; 170B; Econ. 13/113 and Political Science 1 or 101. Students who pass both tests may satisfy the general liberal arts requirement in the social sciences by three instead of four courses.



## MEDICAL TECHNOLOGY

The program prepares the student for the bachelor's degree and for the examinations required for certification by the state and National Registry of Medical Technologists, upon completion of internship in an approved clinical laboratory. The certification qualifies the student for the position of technologist in hospitals, public health departments, research centers and physicians' laboratories.

Students who wish to prepare for Medical Technology may select either biology or chemistry as a major, choosing the remaining field as a minor, and follow the regular four-year program for such a major. This preparation not only provides the courses required for certification but gives the student a sound liberal arts foundation with additional preparation in the natural sciences. The technical training or internship is taken in the fifth year. Subjects include basic courses in bacteriology, biology, chemistry and physics, and more advanced courses in biochemistry, hematology, organic chemistry, serology, mycology, etc. under the direction of the major adviser.

## PREMEDICAL COURSES

Although the majority of medical schools require the bachelor's degree, the specific requirements vary. Each student should ascertain the particular requirements of the medical schools of her choice, and confer with her adviser in planning the pre-med courses. Breadth in general education and culture, as well as a thorough foundation in the biological and physicochemical sciences, are desirable objectives in any pre-med program. Each student should select the major and minor which she feels will best prepare her for the field she has chosen.

Courses usually required include basic biology, chemistry, physics, and college mathematics, sociology, philosophy, and psychology.

## THE DEAN'S LIST

The Dean's List is composed of students who, enrolled in at least fifteen units of course work, have obtained a grade-point average of 3.3 or higher for the preceding semester. The list appears in the college newspaper. The students are honored at a reception late in the Spring. Students who maintain their places on the Dean's List graduate with honors.

## JUNIOR YEAR ABROAD

Mount St. Mary's College offers several possibilities for foreign study during one or both semesters of the junior year. Arrangements have been made with the following foreign universities for acceptance of students and transfer of grades to the college:

La Universidad Iberoamericana, Mexico City, Mexico  
Laval University, Quebec, Canada  
University of Vienna, Vienna, Austria

Students who wish to take part in the program of foreign study must obtain the approval of the Dean and the chairman of their major department. They must qualify by a grade point average of 2.5 (C+). If they plan to attend classes in which the lectures are given in a foreign language, they should have sufficient proficiency in that language before entering the program. To facilitate transfer of credits from foreign universities students should register at Mount St. Mary's College their courses for the year abroad. The fee for this registration is \$5.00.

The intellectual enrichment resulting from foreign study and travel depend to a great extent upon the background in western culture, civilization and the fine arts, as well as a fluency in foreign language which the student brings to the program.

Further information may be obtained from the Dean and from the Chairman of the Modern Language Department. A limited number of foreign scholarships is available for students of outstanding ability who are majoring in modern language.

## ADVANCED PLACEMENT PROGRAMS

The college recognizes Advanced Placement studies completed in high school provided they are terminated by the standard Advanced Placement Examinations administered through Educational Testing Service. Students who receive a grade of 3, 4, or 5 in an Advanced Placement Examination in any subject will have the opportunity for an enriched program in that subject. Programs will be arranged to meet the individual needs of the student.

Superior students who are recommended by their Principals may enroll in the Advanced Placement Program sponsored by the Catholic colleges of Los Angeles. In this program the students may earn credit in either advanced placement classes or designated college courses.

## CREDIT BY EXAMINATION

The College permits a student to satisfy a limited number of courses by examination without class attendance.

## SEMESTER EXPENSES

All expenses must be paid in full on or before registration day each semester. Those unable to meet these expenses in one payment may obtain information from the treasurer about Education Funds, Inc.

**Tuition and fees for all students on both campuses.....\$500.00**

Special Students—Mount Campus only

Less than 12 units, per unit or fraction thereof..... 35.00

Members of Religious Communities

Full time students..... 200.00

Part time students, per unit or fraction thereof..... 20.00

Graduate Students

Cost per unit or fraction thereof..... 35.00

Beginning with Summer School 1966 Mount St. Mary's College will not offer a professional discount to full time teachers.

This amount includes tuition, laboratory fees, health service, insurance, testing, cap and gown rental, parking, music practice rooms, library, lecture, publication fees, class and student body dues, contributions to the Community Chest, Red Cross and missions, graduation fee, and retreat offering.

### Special Fees

The following expenses, those which will be paid primarily to outside agencies or persons, are **not** included in the tuition charge:

Educ. 335, 337 Practice Teaching Fee .....\$ 45.00

Educ. 330 Observation and Participation..... 20.00

H.E. 135 Laboratory for Child Study..... 10.00

H.E. 146 Home Management Laboratory..... 130.00

Late registration fee ..... 3.00

Change of program ..... 1.00

Payment for private music lessons is made directly by the student to his teacher.

The materials charge for art classes is payable in the Treasurer's Office during the first week of the semester.



**Special Fees for Graduate Students**

Graduate Record Examination, each test.....	\$ 4.00
Thesis or Project Guidance fee, per semester.....	25.00
Comprehensive Examination .....	25.00
Graduation fee .....	20.00

**Books and Supplies** for one semester cost approximately \$50 and are sold on a cash basis in the college book store.

**Residence Halls**

Board and small double room.....	\$525.00
Board and large double room.....	550.00
Board and private room.....	575.00
Board and private room with private bath.....	600.00

(There are very few available).

Room and board charges include the cost of the College Linen Rental service.

An additional charge will be made for residence during Christmas, inter-semester, Easter and summer vacations. Meals are on a cash basis.

Charges are subject to change at beginning of each semester.

Residence students and students not living on campus, but away from home, are required to carry some type of medical care insurance if they are not included under family policies. This may be obtained through the health service for \$16.00 a year.

A \$100 room deposit of which \$75 is applicable to first semester account is required to record the reservation of a room. \$25.00 is retained as a Room Deposit until such time as the student discontinues attendance at Mount St. Mary's. Withdrawal of reservation after July 1 entails forfeit of total deposit. Rooms are contracted for by the year except in case of graduation at mid-year or withdrawal because of illness.

Room assignments are made in the order of the receipt of the reservation deposit. Students already in attendance must pay their deposit for priority in the choosing of a room.

The College has adopted the following schedule for refunding tuition, room and board and other fees. In all cases the date of withdrawal will be that on which an application for honorable dismissal was filed in the Registrar's Office. There are no exceptions to the refund schedule.

Period of attendance	Refundable
2 weeks or less .....	80%
Between 2 and 4 weeks.....	60%
Between 4 and 6 weeks.....	30%
After 6 weeks .....	0%

No degree will be conferred on any student, nor will a statement of credits be furnished unless all accounts are paid in full.

Students leaving the College to enter another institution will be given a transcript of credits and an honorable dismissal if in good standing. For additional transcripts of credits requested at any time, a fee of one dollar is charged.

A fee of two dollars will be charged for any examination taken out of the regular time either for the removal of a condition or for any other reason. Arrangements must be made in advance and the fee paid before the examination will be given.

Interest will be charged on overdue accounts.

A two dollar fine is assessed for a check returned from the bank for any reason.

## SCHOLARSHIPS

Mount St. Mary's College offers a limited number of full-tuition and part-tuition scholarships to students who need financial help and who give promise of outstanding success in college.

Scholarships are available to:

Students who rank high in scholastic achievement.

Students who have done superior work in art or music.

HONORS AT ENTRANCE carry no monetary grants but present to the recipient recognition for outstanding scholastic ability. HONORS AT ENTRANCE certificates are presented at high school graduation exercises.

The College solicits the cooperation of parents and secondary school officials in discouraging persons who do not need financial aid from competing with needy students for use of tuition scholarships and service contracts.

Scholarship awards are made with the expectation that the student plans to remain at Mount St. Mary's College until graduation. A scholarship may be forfeited if the student does not maintain a high scholastic record in any semester of college work.

Application for scholarship should be requested and returned to the Dean of the College before March 1.

Limited financial assistance may be obtained from the Harriet Thornrider Student Loan Fund on the Mount Campus and the Richard Aldworth Student Loan Fund on the Downtown Campus.

### Service Contracts

Service contracts are available to promising young women who need help in financing their college education. The securing of these contracts depends upon health, scholastic record, and need of student. Application for a service contract should be made no later than two months prior to the opening of the semester.

## GRADUATE SCHOLARSHIPS AND ASSISTANTSHIPS

Graduate scholarships and teaching assistantships are available to men and women students who have completed their undergraduate work with distinction.

Tuition scholarships permit full time study and cover all tuition charges. A limited number of scholarships for private music lessons are available to outstanding music majors in the field of performance (vocal or instrumental) depending upon musical ability and financial need.

Graduate teaching assistantships carry a stipend of \$1200 to \$1800 per year plus remission of tuition in exchange for four to six hours of teaching. Appointees normally carry a part-time study program of six to nine semester hours of graduate courses and assist in instruction.

Applicants will be expected to file a complete transcript of record and scores achieved in the Graduate Record Examination. Application forms available from the Dean of the Graduate School are due in the Graduate Office before April 1.

Resident assistantships are available to women graduate students who are interested in combining graduate work with the position of assistant to the Director of Residence in the undergraduate residence halls. Part-time academic and/or clerical service is also available in a number of departments. The stipend for such services is based upon the number of hours of assigned duties.

## STUDENT ORGANIZATIONS

### The Associated Students of Mount St. Mary's College

The Associated Student organization has for its aims the development of a spirit of loyalty and cooperation among the students and a sense of responsibility toward the College and its students.



The Student Executive Council and Student Legislature is the voice of the Associated Students. They are presided over by the student body president while class presidents and other elected officers hold chairs on the Council.

National Student Association

The United States National Student Association is an organization of college student bodies represented through their student governments.

Religious Organizations

- The Sodality of Our Lady
- Young Christian Students

These organizations were formed to promote Catholic action and thereby assure the maintenance of a true Christian spirit in the community.

Red Cross Unit

The chapter of the College unit of the American Red Cross was established on campus in 1943.

Department Clubs

To foster an abiding interest in the special fields which students are pursuing and to supply the broadening contacts which organized discussions and planned programs furnish, various clubs have been organized. The following organizations are designed to meet the varied interests of students.

- Eusebians .....History
- Parnassians .....English
- The Marian Club .....Art

HONOR SOCIETIES

- Alpha Mu Gamma.....National Honor Society for Foreign Language Students
- Delta Epsilon Sigma, Beta Xi Chapter.....National Catholic Honor Society
- Kappa Gamma Pi.....National Catholic Women's Honor Society
- Lambda Iota Tau.....National Literature Honor Society
- Pi Delta Phi.....National French Honor Society
- Pi Theta Mu .....Service Honor Society
- Sigma Alpha Iota, Beta Omega Chapter.....National Music Fraternity
- Sigma Delta Pi.....National Spanish Honor Society

PROFESSIONAL ORGANIZATIONS

- Student California Teachers' Association.....Education
- Student Nurses Association of California.....Nursing
- Lambda Omicron Chi.....Home Economics
- American Chemical Society Student Affiliates.....Chemistry

THE ALUMNAE ASSOCIATION

The Alumnae Association aims to further the purposes and interests of the College and to strengthen the bonds of loyalty and devotion to the College and to one another.

The Alumnae Association is a member of the American Alumni Council. Its members qualify for membership in the American Association of University Women, the International Federation of Catholic Alumnae, the Kappa Gamma Pi, the honor society for the graduates of Catholic Women's Colleges, and Delta Epsilon Sigma, honor society for graduates of Catholic Universities and Colleges.

## PUBLICATIONS

The College has three regular publications, **The Mount**, **Westwords**, and **The View**, financed by the student fee. **The Mount** was first published in 1947. Edited by a student, it records the scholastic year in pictures and presents a photograph and brief history of each graduate.

**Westwords** is the College literary quarterly. It is student edited and draws its essays, short stories and poetry from writing classes, and from student, faculty and alumnae contributors.

**The View**, the student newspaper, is published by volunteer students under a faculty adviser. Affiliated with the Catholic School Press Association and the Associated Collegiate Press, the paper has received both All-Catholic and All-American awards. It aims to articulate the ideals and activities of Mount St. Mary's College.

## HEALTH SERVICE

A generalized program of Health Services is provided for students and faculty. Students seeking admission to the College are asked to provide a written consent for use of the service. The form for this is provided by the Health Service. Students are required to be immunized against smallpox, diphtheria-tetanus, and polio. These may be obtained at the Health Office during the first semester on campus, or the student may present a letter from the family physician showing the dates on which the vaccines were administered. Each student is required to have a physical checkup, given by the Medical Consultants during the first semester in attendance at the College. A list of well-qualified medical, surgical, and dental specialists, to which parents and students may have access on request, is maintained in the Health Office. Resident students and students not living on campus, but away from home are required to carry some type of hospital and medical care insurance if they are not included under family policies. See page 84.



## BOARD OF TRUSTEES

Mother Josephine, Provincial Superior of the Los Angeles Province of the Congregation of the Sisters of Saint Joseph of Carondelet, President of the Board  
 Sister Agnes Marie, Assistant Provincial  
 Sister Celine, Provincial Counselor  
 Sister Rosaleen, Provincial Counselor  
 Sister Agnes Claire, Provincial Counselor  
 Four Sisters appointed by the Provincial

## ADVISORY BOARD

His Eminence James Francis Cardinal McIntyre, Honorary Chairman  
 Mr. Ray Connors, Chairman  
 Mr. Henry I. Dockweiler, Vice Chairman  
 Mr. Richard T. Aldworth  
 Mr. C. George Allen  
 Mr. Thomas Cassidy  
 Mrs. Herbert Kalmus  
 Mr. Frank J. Kanne, Jr.  
 Mr. William F. Maloney  
 Mr. Walter Muller  
 Mr. Robert Poeschl  
 The Right Reverend Monsignor Joseph F. Sharpe  
 Mr. Don Vitale

## ACADEMIC COUNCIL

Laurence W. Erickson, Ed.D.  
 Malcolm S. MacLean, Ph.D.

## ADMINISTRATIVE OFFICERS

Sister Rebecca	<i>President</i>
Sister Margaret Clare	<i>First Vice President</i>
Sister Mary Brigid	<i>Second Vice President, Dean of Graduate School</i>
Sister Alice Marie	<i>Academic Dean</i>
Sister Cecilia Louise	<i>Dean of Faculty</i>
Sister Anita Joseph	<i>Registrar</i>
Sister Francis Mary	<i>Treasurer</i>
Sister Mildred Marie	<i>Assistant Treasurer</i>
Sister Eloise Therese	<i>Director of Downtown Campus, Coordinator of Development Program</i>

## ADMINISTRATIVE STAFF

Reverend James O'Reilly	<i>Chaplain</i>
Sister Rose Cecilia	<i>Dean of Women</i>
Sister Mercia Louise	<i>Director of Central Services</i>
Sister Cecile Therese	<i>Director of Residence</i>
Sister Joseph Adele	<i>Director of Admissions</i>
Sister Rose de Lima	<i>Director of Alumnae Relations</i>
Mr. Joseph Scott, III	<i>Director of Development and Public Relations</i>

## LIBRARY STAFF

Sister Catherine Anita, M.S. in L.S.

*Head Librarian*

Sister M. Vivian, B.S. in L.S.

*Librarian*

Jeanette Lin, M.S. in L.S.

*Catalog Librarian*

Herbert Wang, M.S. in L.S.

*Librarian, Downtown Campus*

Julianna Tam, M.S. in L.S.

*Catalog Librarian*

## HEALTH STAFF

Sister Genevieve Marie, M.S.

*Director of Health Services*

J. Reynolds O'Donnell, M.D.

*Attending Physician*

Britt Dalby, M.D.

*Attending Physician*

## FACULTY COMMITTEES

The President and Dean are, exofficio, members of all committees of the faculty.

### ADMISSIONS

Director of Admissions,\* Academic Dean, Director of Downtown Campus, Registrar, two Faculty Members.

### CURRICULUM

Academic Dean,\* Departmental Chairmen.

### STUDENT AFFAIRS

Composed of faculty members responsible for student personnel services.

Dean of Women,\* College Chaplain, Director of Residence, Director of Guidance and Counseling, Director of Health Services, Financial Aid Officer, Men's Advisor, Faculty Coordinator of Tri-Sorority.

### LIBRARY

Librarian,\* Assistant Librarians, three or four Faculty Members.

### TEACHER EDUCATION

Members of Department of Education, three other Faculty Members.

### HONOR AWARDS

Academic Dean,\* Departmental Chairmen.

### RECRUITMENT

Director of Admissions,\* six to eight Faculty Members.

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\*Chairman



## FACULTY

- KITTY ANDREANI *Assistant Professor of Modern Languages*  
Ph.D., University of Venice
- SISTER ALICE MARIE *Associate Professor of Chemistry*  
B.A., Mount St. Mary's College; M.S., Catholic University of America; graduate study, University of Paris
- SISTER ALINE MARIE *Assistant Professor of Modern Languages*  
B.A., University of Southern California; M.A., University of California, Berkeley; European study and travel; Ph.D. (Cand.), University of California, Los Angeles
- JOSEPH ARDITTI *Assistant Professor of Biology*  
B.S., University of California, Los Angeles; Ph.D. (Cand.), University of Southern California
- DAPHNE NICHOLSON BENNETT *Associate Professor of English*  
B.A., M.A., (reg.), Diploma in Dramatic Art, University of London; M.A., Ph.D., University of Southern California
- SISTER MARY BRIGID *Associate Professor of Sociology*  
B.A., Mount St. Mary's College; M.S.W., Catholic University of America; Ph.D., University of Notre Dame
- HALLIE F. BUNDY *Associate Professor of Chemistry*  
B.A., Mount St. Mary's College; M.S., Ph.D., University of Southern California
- JOHN A. CARPENTER *Instructor in Education*  
B.A., M.A., Catholic University of America; Ed.D. (Cand.), University of Southern California
- \*SISTER CATHERINE THERESE *Associate Professor of Economics*  
B.A., Mount St. Mary's College; M.A., Saint Louis University; Ph.D., University of California, Berkeley
- SISTER CECILE ANNETTE *Instructor in Biology*  
B.S., Mount St. Mary's College; graduate study, San Francisco State College
- SISTER CECILE THERESE *Assistant Professor of Home Economics*  
B.A., Mount St. Mary's College; M.S., University of California, Los Angeles
- SISTER CECILIA LOUISE *Associate Professor of Chemistry*  
B.S., Mount St. Mary's College; Ph.D., Saint Louis University
- SISTER CORNELIA MARY *Assistant Professor of Philosophy*  
B.A., De Paul University; M.A., Loyola University, Chicago
- THE REVEREND PETER C. CURRAN, O.P. *Associate Professor of Theology*  
S.T.Lr., S.T.Lic., Ph.D., Angelicum, Rome
- MAXINE DAVIS, R.N. *Assistant Professor of Nursing*  
B.A., University of Washington; M.S., University of California, Los Angeles
- JAMES DELAHANTY *Assistant Professor of Political Science*  
B.A., M.A., Rutgers University; Ph.D. (Cand.), University of California, Los Angeles

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\*Absent on leave 1964-65.

- SISTER DOLORES CECILE *Instructor in Music*  
B.M., Mount St. Mary's College; M.M., University of Southern California
- †MATT DORAN *Assistant Professor of Music*  
B.A., B.M., M.Mus., D.M.A., University of Southern California
- SISTER ELEANORE FRANCIS, R.N. *Instructor in Nursing*  
B.S., Mount St. Mary's College; M.S., University of California, Los Angeles
- SISTER ELOISE THERESE *Professor of Modern Languages*  
B.A., M.A., Ph.D., University of California, Los Angeles; graduate study, Sorbonne
- SARA L. ESGATE *Instructor in Philosophy*  
B.A., Trinity College, University of Dublin, Ireland; graduate study, Louvain University, Belgium; Ph.D. (Cand.), University of California, Los Angeles
- LEO J. FECHT *Assistant Professor of Art*  
B.S., Saint Mary College, Kansas; M.A., University of Notre Dame, Indiana
- THE REVEREND VINCENT V. FONTANA, O.P. *Instructor in Theology*  
B.A., S.T.Lr., St. Albert's College, Oakland; S.T.Praes., Angelicum, Rome
- PIERRE N. FORTIS *Instructor in Modern Languages*  
B.A., M.A., University of California, Los Angeles; European studies at University of Bordeaux, France
- \*SISTER MARY FREDERICK *Instructor in Psychology*  
B.A., Mount St. Mary's College; M.A., Ph.D. (Cand.), Loyola University, Chicago
- SISTER GENEVIEVE LOUISE *Professor of Business and Economics*  
B.S., The College of Saint Rose; M.A., The Catholic University of America; Ph.D., Fordham University
- SISTER MARY GERALD *Associate Professor of Biology*  
B.A., University of Southern California; M.S., Catholic University of America; Ph.D., University of Notre Dame
- SISTER M. GERMAINE *Professor of Classical Languages*  
B.A., Mount St. Mary's College; M.A., University of Southern California; Ph.D., Catholic University of America
- JAMES A. HAAS *Assistant Professor of Philosophy*  
B.A., University of Minnesota; M.A., Gonzaga University, Spokane; graduate study, St. Louis University
- YURI HAN *Assistant Professor of Chemistry*  
B.A., Austin College, Texas; Ph.D., University of Texas
- JEANETTE HARRIS, R.N. *Instructor in Nursing*  
B.S., St. Mary's College, Notre Dame; M.S., Boston University
- SISTER MARY HILDEGARDE *Assistant Professor of Modern Languages*  
B.A., Pomona College; M.A., Ph.D. (Cand.), University of California, Los Angeles; European travel and study

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†On Sabbatical leave, fall semester 1964-65.

\*Absent on leave 1964-65.



- RUTH E. HOFFMAN *Associate Professor of Sociology*  
B.A., M.A., Ph.D., University of Nebraska
- ORA MACDONALD HOOK *Instructor in Psychology*  
B.A., University of Maine; M.A., University of Southern California
- JACK M. HOOPER *Associate Professor of Art*  
B.A., College of the Americas, Mexico City; M.A., University of California, Los Angeles; graduate study, Academie Julian, Academie Le Grande Chaumier, Paris
- BARBARA HUDZIAK, R.N. *Instructor in Nursing*  
B.S., M.S., University of Oregon, School of Nursing
- SISTER MARY IRENE *Instructor in Home Economics*  
B.A., Mount St. Mary's College; graduate study, University of Southern California
- SISTER JOHN BERNARD, R.N. *Assistant Professor of Nursing*  
B.S., M.S., University of California, Los Angeles
- SISTER JOHN MARGARET *Assistant Professor of Sociology*  
B.A., De Paul University; M.A., University of Southern California
- THE REVEREND PATRICK J. KELLY, O.P. *Assistant Professor of Theology and Philosophy*  
S.T.Lr., S.T.M., S.T.D., Angelicum, Rome
- FRANK V. LAFERRIERE *Instructor in English*  
B.A., M.A., Loyola University, Los Angeles; Ph.D. (Cand.), University of California, Los Angeles
- FRANCOIS H. LAPOINTE *Associate Professor of Psychology*  
B.Ps., M.A., University of Montreal; Ph.D., University of Aix-Marseille, France
- SISTER M. LAURENTIA *Professor of English*  
B.A., Mount St. Mary's College; M.A., Ph.D., Catholic University of America
- SHARON M. LEAHY, R.N. *Instructor in Nursing*  
B.A., Mount St. Mary's College; M.S., University of California, Los Angeles
- SISTER MAGDALEN *Instructor in History*  
B.A., College of St. Catherine; M.A., Mount St. Mary's College; graduate work, University of Southern California
- SISTER MARGARET CLARE *Assistant Professor of Education*  
B.A., Mount St. Mary's College; M.Ed., University of California, Los Angeles
- SISTER MARGARET LEO *Assistant Professor of Mathematics*  
B.A., Mount St. Mary's College; M.A., University of California, Los Angeles
- ‡SISTER MARGARET MARIE *Instructor in Biology*  
B.A., Mount St. Mary's College; graduate study, Fordham University, University of California
- SISTER MARY *Instructor in English*  
B.A., College of St. Catherine; graduate study, University of Poitiers, Stanford University

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‡Absent on leave 1964-66.

- SISTER MAURA JEAN *Instructor in Music*  
B.Ed., University of California, Los Angeles; M.A., Mount St. Mary's College
- JOHN O. MEANY *Associate Professor of Psychology*  
B.Ed., Chicago Teachers College; M.A., University of Notre Dame; Ph.D., Illinois Institute of Technology; Post-doctoral study, Loyola University, Chicago, Massachusetts Institute of Technology; Certified Psychologist
- CURTIS MILLNER *Instructor in Modern Languages*  
B.A., Lynchburg College, Virginia; M.A., Yale University; Ph.D. (Cand.), University of California, Los Angeles
- \*SISTER MIRIAM THERESE *Instructor in Philosophy*  
B.A., Mount St. Mary's College; Ph.D. (Cand.), University of Notre Dame; graduate study, Regina Mundi, Rome
- MARION NOLTEN, R.N. *Assistant Professor of Nursing*  
B.S., M.S., University of California, Los Angeles
- RONALD J. OARD *Associate Professor of History and Political Science*  
B.A., Regis College, Denver; M.A., Creighton, Omaha; Ph.D., St. Louis University
- RALPH DALE O'KEEFE *Associate Professor of Drama*  
B.A., Loyola University, Los Angeles; M.F.A., Yale University
- THE REVEREND JAMES O'REILLY *Professor of Mathematics and Physics*  
S.T.B., St. Patrick's College, Maynooth; Ph.D., California Institute of Technology
- SISTER MARY PATRICIA *Associate Professor of English*  
B.A., Mount St. Mary's College; M.A., University of California, Los Angeles; graduate study, Stanford University
- SISTER PATRICIA CLARE *Assistant Professor of English*  
B.A., Mount St. Mary's College; M.A., University of Southern California; graduate study, Oxford; European travel
- SISTER PAULANNE *Instructor in Home Economics*  
B.A., Mount St. Mary's College; M.S., St. Louis University; Internship, St. Louis University Hospitals
- THOMAS C. PIERSON *Associate Professor of Music*  
B.M. in Ed., University of Nebraska; M.M., Northwestern University; Ph.D., Eastman School of Music of University of Rochester
- BERNARDINE POWERS, R.N. *Instructor in Nursing*  
B.S., Los Angeles State College; M.S., University of Colorado
- SISTER MARY RALPH, S.N.D. *Instructor in Education*  
B.A., M.A., University of Notre Dame; Ph.D., Fordham University
- SISTER RAYMOND JOSEPH *Instructor in Physical Sciences*  
B.S., Mount St. Mary's College; M.A., Stanford University
- SISTER RAYMOND MARY *Instructor in Secretarial Science*  
B.A., Mount St. Mary's College; graduate study, University of Southern California
- SISTER M. REBECCA, R.N. *Associate Professor of Nursing*  
B.S., Mount St. Mary's College; M.S., Catholic University of America; Ed.D., University of California, Los Angeles

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\* Absent on leave 1964-65.



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- SISTER REGINA CLARE *Instructor in Education*  
B.A., Mount St. Mary's College, M.S., University of Southern California
- SISTER RICHARD JOSEPH, R.N. *Assistant Professor of Nursing*  
B.S., Mount St. Mary's College; M.S., University of California, Los Angeles
- SISTER MARY ROBERTINE *Instructor in History*  
B.A., Mount St. Mary's College
- SISTER ROSE CATHERINE *Assistant Professor of History*  
B.A., Mount St. Mary's College; M.A., Ph.D. (Cand.), University of California, Los Angeles
- SISTER ROSE CECILIA *Instructor in Theology*  
B.A., Mount St. Mary's College; M.A., University of Notre Dame; graduate study, Regina Mundi, Rome
- SISTER ROSE DE LIMA *Professor of Education*  
B.A., M.A., University of Southern California; Ph.D., University of California, Berkeley; graduate study, Regina Mundi, Rome
- SISTER ROSE GERTRUDE *Professor of Mathematics*  
B.A., Mount St. Mary's College; M.A., Ph.D., Catholic University of America
- SISTER ST. CLAIRE *Assistant Professor of History*  
B.A., Mount St. Mary's College; M.A., University of California, Los Angeles; graduate study, University of Paris
- \*SISTER ST. GEORGE *Assistant Professor of English*  
B.A., Mount St. Mary's College; M.A., University of Southern California; graduate study, University of California, Los Angeles
- SISTER ST. GERARD *Instructor in Classical Languages*  
B.A., Mount St. Mary's College; Ph.D. (Cand.), University of Southern California
- DORIS SCHIFFILEA *Assistant Professor of Education*  
B.A., Mount St. Mary's College; M.S., University of Southern California
- JAMES R. SHAW *Instructor in Philosophy*  
B.A., Providence College, Rhode Island; M.A., Ohio University
- J. RICHARD SHELTON *Assistant Professor of Biology*  
B.S., Middle Tennessee State College; M.A., George Peabody College for Teachers; graduate study, University of Southern California
- BARBARA A. SIMPSON *Instructor in Home Economics*  
B.S., Georgian Court College, Lakewood, New Jersey; M.A., Michigan State University
- DIANNE SMITH *Instructor in Art*  
B.A., Mount St. Mary's College; graduate study, University of California, Los Angeles
- RENÉE I. SONE *Instructor in Modern Languages*  
B.A., M.A., Ph.D., University of California, Los Angeles
- 

\*Absent on leave 1964-65.

- SISTER MARY STEPHEN, R.N. *Instructor in Nursing*  
B.A., Mount St. Mary's College; M.S., University of California, Los Angeles
- JOSEPH H. STODDER *Instructor in English*  
B.A., Spring Hill College, Alabama; M.A., Loyola University, Los Angeles;  
Ph.D., University of Southern California
- JAMES C. SULLIVAN *Instructor in Art*  
B.A., M.F.A., University of California, Los Angeles
- JOAN M. TODD *Assistant Professor of History*  
B.A., M.A., University of Minnesota; Ph.D. (Cand.), University of Pittsburgh
- PAULA J. TRIPODES *Instructor in Psychology*  
B.A., Valparaiso University, Indiana; M.A., University of California, Los Angeles
- DONALD L. WEGGEMAN *Instructor in English*  
B.S., Loyola University, Chicago; M.A., University of California, Los Angeles
- BETTY L. WILLIAMS, R.N. *Assistant Professor of Nursing*  
B.S., Howard University; M.N., Western Reserve University
- MARTIN T. WOODS *Instructor in Philosophy*  
B.A., M.A., Gonzaga University, Spokane; graduate study, University of Southern California
- †F. ROMAN YOUNG *Professor of Education*  
B.A., St. John's University, Toledo; B.S.Ed., Toledo Teacher's College; A.M.,  
Ph.D., University of Michigan
- MARIE ZEUTHEN *Instructor in Biology*  
B.S., Mount St. Mary's College; M.S., University of California, Los Angeles;  
European travel and study

## LECTURERS

- SISTER ANN JUDE, I.H.M. *Lecturer in Chemistry*  
B.A., Immaculate Heart College; M.S., Ph.D., University of Notre Dame
- CHARLES ERVIN *Lecturer in Economics*  
B.A., Pomona College, Claremont, California; M.B.A., Harvard School of Business
- IRENE HUGHES *Lecturer in Home Economics*  
B.A., Mount St. Scholastica's College; M.S., University of California, Los Angeles; Curriculum Consultant, Los Angeles County Schools
- SISTER JEANNE MARIE *Lecturer in Art*  
B.A., Mount St. Mary's College; studies in art at California College of Arts and Crafts, Oakland
- SISTER KATHLEEN JOSEPH *Lecturer in Philosophy and Theology*  
B.A., M.A., Mount St. Mary's College; graduate study, Regina Mundi, Rome
- SUSAN M. LOVELL *Lecturer in Dance*  
B.A., Scripps College, Claremont, California; graduate study, University of California, Los Angeles

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†On Sabbatical leave, fall semester 1964-65.



- SISTER MARIA TERESITA *Lecturer in Music*  
B.M., Mount St. Mary's College; M.M., University of Southern California
- JONNIE P. MOBLEY *Instructor in English*  
B.A., Mount St. Mary's College; M.A., Los Angeles State College; graduate study, University of London; Ph.D. (Cand), University of Southern California
- ROBERT P. O'ROURKE *Lecturer in Secretarial Science*  
B.A., College of St. Thomas, Minnesota; graduate work, University of Southern California
- DONALD L. PEHLKE *Lecturer in Psychology*  
B.S., Oregon State College; M.A., University of California, Berkeley; Ph.D., University of Utah
- THE REVEREND JOHN REILLY *Lecturer in Education*  
B.A., St. John's Seminary; M.A., Immaculate Heart College
- JAMES J. RUE *Lecturer in Psychology*  
B.A., Washington State College; M.A., Ph.D., University of Southern California
- PAUL F. SALAMUNOVICH *Lecturer in Music*  
B.M., Mount St. Mary's College

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